

“I Have a Dream”[®] Foundation-Oregon Dream Maker Mentor Program

Purpose of Mentorship

The Dream Maker Mentor Program focuses on building long-term relationships with Dreamers through consistent and dependable role modeling which focuses on one-on-one character, social and leadership guidance. In addition, Mentors provide academic support including assistance with homework and test preparation. Mentors make at least a one-year commitment and we are dedicated to supporting their long term participation.

A Mentor’s primary goal is to build a relationship with a Dreamer. This may include but is not limited to being a tutor, talking or playing games, discovering the interests of the Dreamers, providing enrichment activities, participating in activities together and always encouraging the Dreamer to succeed. A Mentor is not a substitute parent or a financial provider, but an adult who can provide stable access, advocacy, and advice.

Type of Mentoring Program

Traditional one-on-one mentoring matches are “I Have a Dream”[®] Foundation-Oregon’s goal. If the situation arises where 2-3 Dreamers wish to be matched with one Mentor, it will be discussed with the Mentor, Project Coordinator, and Volunteer Coordinator.

Time Commitment

Mentors make at least a year commitment and are required to meet with their Dreamer at least twice a month for 2 hours each visit for a minimum of 4 hours a month. This year does not have to follow a 12-month or academic calendar year, but can start when paperwork, training, and initial meetings are completed.

Mentoring Location and Session Content

Pre-match – It is strongly recommended that interested Dream Maker Mentors volunteer for the after school program in order to understand our Dreamers, program philosophies and build relationships with potential mentees.

Match Trial Period - Month 1: Mentor and Dreamer, after meeting with the parents of the Dreamer, will meet for at least a month at the Dream office site at school. During this time, the Project Coordinator is checking in with the match, encouraging as much communication as necessary. At the end of the month, it will be decided whether or not to continue with the match. During this month the relationship will primarily consist of getting to know one another’s interests, skills, particular hobbies and communication styles.

School Based Mentoring– Months 2 and 3: Dreamer and Mentor will meet at the Dreamer Office located at the school to plan their year together. This period is primarily used to mutually determine what they will be doing in the coming months together. Activities may include: playing games, talking, engaging in different activities at the

Dreamer Office, using a computer to research common interests, use of books, Mentor may bring in a video about a subject, or they may work on school-oriented activities like tutoring or preparing for a test. Although IHAD will provide the Mentor with trainings, it is ultimately up to Mentor and Dreamer to engage and work with one another. During this period matches are not permitted to be alone behind closed doors. However, they may use public spaces on school grounds such as the library, playground/fields or part of a classroom if they are available.

Community Based Mentoring – Months 4-12 or beyond: Dreamer and Mentor can explore the activities they planned for during the previous period or continue the same relationship on school grounds. Mentor and Dreamer can travel together, as long as the Dreamer parent and Project Coordinators know when, where, and what activity the pair will be engaging in. This period provides the opportunity to deepen the relationship between the Mentor and Dreamer.

*At no time during the year are Dreamers allowed to stay overnight with their Mentor.

Outcomes

Dreamer will have an increased sense of self confidence interacting with others while better understanding a one-on-one mentor relationship. Dreamer will have received an increased amount of personal attention, leadership guidance and exposure to new cultural experiences.

Mentor will have an increased understanding of a personal relationship with a youth while gaining confidence in being a leader. Both parties will have increased insight into forming and sustaining relationships.

“I Have a Dream”® Foundation-Oregon will benefit from one-on-one matches by being able to better support our Dreamers through. We will see an increase in leadership skills and character development in Dreamers who participate.

Evaluation of Outcomes

Along with evaluations required by the Volunteer Program, Mentors, Dreamers, parents and Project Coordinators will have specific evaluations geared towards measuring Mentor Program Outcomes. The same form will be given to each stakeholder before the match, at the one year mark and at formal closure of the match.

Stakeholders and Responsibilities

Dreamer

- Role: Mentee is equally engaged and/or willing to engage in a relationship with a Mentor.
- Expectations and Responsibility: Show up on agreed upon day and time or prearrange with Mentor another time before they are supposed to meet. Participate in the building of a relationship with Mentor for the year. Be honest with both their Project Coordinators and their Mentor about how the relationship is going and whether they want to continue.

- Project Updates: Together, Dreamers and Mentor are expected to fill out a description and provide a short reflection of each activity they do during community-based mentoring.
- Criteria for involvement: To be decided by each class participating in the mentor program while the primary focus will be on Dreamers who otherwise lack stable Mentors or who have not been able to make substantial mentoring connections with Program staff but who have the skills to form a relationship, connect and follow through with a Mentor.
- Participate in program and match, and all evaluations.

Dreamer Family

- Role: Match Supporter
- Expectations and Responsibility: Parents allow their child to participate in the Mentor program and sign an agreement stating so. Parents are expected to be aware of the relationship and report to “I Have a Dream”® Foundation-Oregon any problems or concerns they have. Additionally parents should be checking in with their Project Coordinator about Dreamer and Mentor meetings/activities. Parents are also required to contact the Mentor if their Dreamer is unable to meet in the case that Dreamers cannot do so. Families are encouraged to attend Dreamer/Mentor activities and recognition events with their Dreamers.
- Participate in program and match, and all evaluations.

Mentor

- Role: Consistent and dependable role model in which the relationship focuses on character development and social and leadership skills. Mentors are not surrogate parents or financially responsible for the Dreamer.
- Expectations and Responsibilities: To guide the Dreamer through their committed year or longer by providing support and guidance while focusing on the above role description.
- Time Commitment: We require our Mentors to commit at least one full year which includes meeting at least twice a month. We also strongly encourage our Mentors to call, email or participate in other Class or Dreamer activities.
- Training Commitment: Initial training (3-4 hours) and 3 of 4 quarterly Mentor trainings.
- Project Updates: During community-based mentoring, Mentors are expected to work with Dreamers to fill out a Project Reflection after each activity.
- Qualifications
 1. Active Listener
 2. Good Communication Skills
 3. Consistent and Dependable
 4. Ability to Respect and Participate in the Dreamer’s Culture
 5. Patience
 6. Flexibility and Openness
 7. Respect for Individuals and their Right to Make their Own Choices
 8. An Encouraging and Engaging Personality
- Participate in program and match, and all evaluations.

Project Coordinator

- Matching the Mentor with a Dreamer, using information provided by the Volunteer Coordinator, their experience, and the Dreamer/parent/guardian worksheet.
- Biweekly and monthly monitoring of the match; including communicating with both the Mentor and the Dreamer about the progress of the relationship, as well as communicating to the Mentor other concerns or circumstances that the Project Coordinator feels are appropriate to share. Mentors should be updated on program activities when appropriate through emails, phone calls and Class Newsletters.
- Communicate with the Volunteer Coordinator about specific trainings, desired events/activities, or areas for improvement regarding the Mentor Program.
- Primary contact for the parents of the Dreamers if concerns arise. See “Case Management” for specific details.
- Participate in program, match, and all evaluations.

Starting a Mentor Program with each Class Project

Existing classes will integrate the mentoring program at the pace they feel will most benefit their Dreamers. All future classes will begin the mentoring program in 5th grade in order to allow Project Coordinators a chance to get to know their Dreamers and in order for us to officially “close” Dreamer enrollment. At this time, parents will receive a questionnaire and invitation about the volunteer and mentor programs and the Volunteer Advisory Committee. Feedback will be accepted and class programs can be slightly modified.

Match Process

1. Full implantation of the Mentoring Program will include a formal introduction meeting with Parents and Dreamers to provide general information about the program, policies and procedures, as well as to answer questions about the program.
2. Using established criteria for choosing Dreamers that are in line with the goal of the mentoring program (character, social and leadership development), Dreamers are accepted as potential mentees. It is important to select a cross-section of youth so the program can reach a wide range of students while reducing any perceived stigma attached to participation.
3. Project Coordinators meet with Dreamers and their parent/guardian(s) about interest in having a Mentor. Dreamer and parent/guardian(s) fill out “Dreamer Interest Worksheet” which will eventually be given to prospective Mentor
4. Mentor goes through screening process and initial training session.
5. Volunteer Coordinator provides Project Coordinator with Mentor’s complete file and suggestions for match, if applicable.
6. Meeting with Volunteer Coordinator, Project Coordinator and Mentor followed by a meeting with Parents, Dreamers, Project Coordinator and Mentor. The Dreamer and parents can say no to match. If this happens, we make the best effort possible to rematch the Mentor and Dreamers.

7. If they agree to the match, Parents, Dreamer and Mentor sign agreements of commitment and Dreamer and Mentor plan their first meeting. We provide the Dreamer and Mentor with possible questions to ask during this first meeting in order to make them more comfortable.
8. Project Coordinator, parents and Dreamer fills out Dreamer pre-match evaluations.
9. During the third month, Volunteer Coordinator meets with Mentor about how the match is going, suggestions for needed training and concerns/critiques of the program so far.

Case Management

Mentor

1. Communicate with Project Coordinator bi-weekly for the first 3 months.
2. Communicate with Project Coordinator at least once a month during the community-based mentoring. Work with Dreamer to complete Project Reflections at activities.
3. Respond to emails and phone calls from Volunteer Coordinator and Project Coordinator.
4. Turn in a monthly Mentor timesheet and mileage reimbursement.

Project Coordinator:

1. Contact Mentor within the first 2 weeks of the match (after first meeting with mentee).
2. Contact Mentor bi-weekly for the first 3 months, either through an email or phone call.
3. Meet with Dreamer at least once a month to review match.
4. Contact Mentor monthly during community-based mentoring.
5. Provide any necessary information to Parents, Dreamers, and Volunteer Coordinator.
6. Keep files on the match including hard copies of communication, printed emails, meeting notes, etc.
7. Monitor Mentor section of Class budget.
8. Send Mentor information on Class activities and Class newsletters.

Volunteer Coordinator:

1. Consistently check in with Project Coordinators and Mentor.
2. Follow-up on any requests for more information and trainings.
3. Provide quarterly trainings for Mentors and monitor Mentor support group (yahogroup! or otherwise).
4. Create Mentor/Mentee activities that all Dream Maker matches can attend and provide ideas/descriptions of possible activities for matches to do on their own.

Mentor/Dreamer Match File

Dream Central files should include initial paperwork for the Dreamer and Mentor and while files at Class sites should include initial paperwork and all follow-up communication such as monthly reports, questions, problems, responses and concerns.

Translation and Interpretation

All necessary Dream Maker Mentor materials should be translated into the language of Dreamers' parents. In addition, if interpretation is needed at the initial meeting between the Project Coordinator, Dreamer, Mentor and parents, the Volunteer Coordinator will assist in recruiting a volunteer interpreter.

Match Support

Quarterly mentor trainings will be offered by the Volunteer Coordinator. In addition, there is also a voluntary Mentor support group for all Class Mentors to share information about their experiences. The Project Coordinators and Volunteer Coordinator will supply Mentors with ideas for free or low-cost class or community-based events or activities. The Volunteer Coordinator will assist the Project Coordinator with match intervention, conflict resolution, re-matching and training on best practices of mentoring programs.

Mentor Program section of Class Budget

Each class needs to set aside funds within their class budget to reimburse Mentors for their mileage and other expenses (mutually decided upon between Mentor and Project Coordinator). Mentors are offered mileage reimbursement at 44.5 cents/mile for mileage within in city limits above and beyond driving to pick Dreamer up and dropping them off. Mentors must discuss reimbursement for larger trips, such as Salem, Mt. Hood, the Oregon coast, with their Project Coordinator prior to the trip. It is the responsibility of the Project Coordinator to monitor their budget in order to meet the needs of their Mentors.

Closure of Mentoring Relationships

Mentors and Dreamers will be told at the beginning of the match that the length of the commitment is one year. During initial training sessions Mentors will be coached on the importance of the closure process and steps each stakeholder involved can take throughout the year. During the home visit in month three, the Volunteer Coordinator will discuss this topic once again, addressing any questions or concerns that may have already arisen.

After the official closure date of the mentoring relationship, Mentors and mentees can decide to continue the formal mentoring process through "I Have a Dream"[®] Foundation-Oregon. If they do so, they must follow our policies, procedures and paperwork. If the match chooses to end their formal relationship with our program, "I Have a Dream"[®] Foundation-Oregon is no longer legally liable for the interactions and activities of the match.

There may be instances when matches close before their official ending date due to requests by Dreamers, parent/guardians, Project Coordinators, or situations that arise in the mentor's life. If a relationship closes early, the Project Coordinator and Volunteer Coordinator will determine whether it is appropriate to rematch the mentor or Dreamer. The Project Coordinator is responsible for following up with the Dreamer and his family while the Volunteer Coordinator will follow up with the mentor.

When a match closes a formal letter and final evaluation will be sent to all stakeholders. If a match ends within the first few months, an evaluation may not be necessary; however this will be determined by the Volunteer and Project Coordinators. It is very important the match process have a formal closure for two reasons. First, it may be the Dreamer's first experience with a relationship that has recognized closure. Secondly, it gives the Dreamer an opportunity to see the importance of Mentorship.