



the tutor

Fall 2007

The Ripple Effect When Mentors and Mentees Volunteer Together

By Jennifer Goddard, Bank Street College of Education

Like many seventh-grade boys, Brandon loves to be outside—fishing, swimming, or playing mini-golf. When the wet Washington weather keeps him indoors, the 13-year-old keeps busy with his large assortment of military action models—a collection inspired by his late grandfather, a veteran, and his older brother, who is currently serving in Iraq.

But every other Friday afternoon, Brandon chooses to be indoors regardless of the weather. Rain or shine, Brandon spends this time volunteering with his mentor, Deana, to help dogs at the Humane Society.

The Ripple Effect

Adults of all ages and backgrounds enrich the lives of young people by volunteering as mentors. These caring adults help guide their young counterparts to become better workers, athletes, learners, and citizens. Mentoring can be an effective way to help youth become capable young adults.

Research shows that formal one-to-one mentoring can successfully reduce the incidence of delinquency and substance abuse among youth and can promote positive outcomes such as improved self-esteem, academic achievement, social skills, and career development.¹

With all these benefits, imagine what can happen when volunteering together becomes a featured aspect of the mentoring relationship! The rewards can be multiple: volunteering together builds civic responsibility while helping youth to identify their skills, values, and important role helping address community needs. Serving the community together can deepen the mentoring relationship as the mentor and mentee connect with each other and the larger community, which also benefits in turn. Like the ripple effect created by dropping a pebble into a pond, pairing mentoring and service can amplify and extend the benefits.

LEARNS provides training and technical assistance to Corporation-funded programs focused on education. LEARNS is a partnership of the Northwest Regional Educational Laboratory and the Bank Street College of Education. For literacy, tutoring, and mentoring projects, LEARNS provides training and technical assistance. Call or e-mail to find out how we can help you:

- Locate resources
- Connect with peers
- Brainstorm solutions
- Design and deliver training

¹ The impact of Big Brothers Big Sisters (BBBS) mentoring was explored in 1995 by Public/Private Ventures, a nationally known research firm based in Philadelphia. The firm conducted a longitudinal research study to evaluate the impact of BBBS mentoring; their findings suggested that Little Brothers and Little Sisters who met with their mentors regularly were 46 percent less likely to begin using illegal drugs; 27 percent less likely to begin using alcohol; 52 percent less likely to skip school; 37 percent less likely to skip a class; and 33 percent less likely to hit someone (when compared with their peers). To read the full study, go to www.bbbs.org and click on the “Our Impact” link in the “About Us” section.

This edition of *The Tutor* offers examples and tips from the field about how mentors and mentoring programs can tap into the power of volunteer service for mentor-mentee pairs.

The Benefits of Volunteering Together

Many program directors whose matches currently volunteer together report that serving their communities helps youth see themselves in the larger picture. “Our protégés line up to serve and often tell their mentors that this helps them know ‘it is not all about me,’” says June Jordan O’Neal of the Mentors Project of Bibb County in Macon, Georgia. The program hosts at least eight community service projects for mentor/mentee matches each year, such as cookouts and a Christmas party for the homeless; Thanksgiving dinner at a senior center; and a block party to distribute school supplies to neighborhood children.

“Our students have opportunities to interact with people they wouldn’t have otherwise,” explains Lorie Miller, director of the Dowling Mentor Program at Mount Union College in Alliance, Ohio. “It may be the school librarian at the book sale that they work side by side with, or it may be those in need at the community dinner ... We are all changed by [these] experiences. Service gives us opportunities to take on leadership roles, to problem solve, to cooperate with others, and to be part of the solution in our world. This can lead to better

Getting Started: Tapping Into Days of Service

Special days and weeks set aside for community service offer excellent opportunities for mentors and mentees who want to volunteer with others on a long- or a short-term basis. Some of the best-known include:

- ◆ Martin Luther King, Jr., Day
- ◆ National Youth Service Day
- ◆ Make a Difference Day
- ◆ National Volunteer Week

Major events have Web sites where you can learn what’s going on in your community. For a list of events and links, visit: www.pointsoflight.org/programs/seasons/

self-esteem, not to mention that feeling of doing good!”

For some programs, volunteer service also serves as a retention tool. “We created a new program for the mentors and kids who had been in the program for a few years, [especially] children entering middle school,” remarks Terri Curran, Executive Director of Kids on the Rise

in Crossville, Tennessee. “The tendency in the past was for the kids to drop out of the program at that age [so] we changed the focus from strictly mentoring to career awareness and community service...mentor teams have participated for the last two years in Make a Difference Day, walked and washed dogs at the animal shelter, and served as helpers with the younger kids at our craft activities. It has made a big difference in the number of kids who stay in the program.”

A Youth Development Approach

By volunteering together, mentors can help mentees develop the “Five Cs”—Competence, Confidence, Connection, Character, and Compassion (Lerner, Fisher & Weinberg, 2000). Many mentoring programs are structured with developmental assets in mind. “We use the 40 Developmental Assets² to help youth identify strengths and help them realize their potential,” says Russ Donahue, director of Kitsap Community Resources/AmeriCorps in Bremerton, Washington, which operates youth programs through the

² The 40 Developmental Assets framework was introduced by the Search Institute to help answer the question, “What do young people need to grow up healthy?” Based on research and surveys, the Search Institute identified 40 developmental assets that help adolescents grow into healthy, stable adults; assets include internal factors (such as motivation level, resistance skills, and personal power) and external factors (such as family support, school systems, and parent involvement). The Search Institute has since developed asset frameworks specifically for early and middle childhood. For more information and a complete list of the 40 Developmental Assets, visit the Search Institute at www.search-institute.org.

What's the Big Idea? Potential Activities for Matches

There are many community service activities that matches can do alone or with other mentor/mentee pairs, such as:

- ◆ Walking/grooming animals at a local shelter*
- ◆ Volunteering at a local soup kitchen or homeless shelter*
- ◆ Visiting the elderly or “adopting” a grandparent
- ◆ Helping in a neighborhood/park/community center clean-up
- ◆ Raking leaves/shoveling snow/mowing lawns/chopping firewood for an elderly or disabled neighbor
- ◆ Making cards for the elderly and/or children in hospitals
- ◆ Collecting or sorting supplies to benefit a local shelter or library
- ◆ Collecting or sorting school supplies for needy students
- ◆ Participating in charity walks/runs*
- ◆ Distributing food or gifts for needy families during the holidays

* For safety reasons, some organizations have minimum age requirements for volunteers; younger mentees may not be able to participate in such activities. Help youth understand why these requirements exist and identify related volunteer activities (such as making blankets for animal shelters or collecting food for homeless shelters).

“I think community service helps our kids feel like they are part of the community...usually, we combine a service project with something fun so there's a reward,” says Carolyn Smith, coordinator for the STARS program in Wells, Minnesota. “For example, after raking leaves for the elderly, we go to a local corn maze and get lost!”

In addition to promoting the “feel good” vibe of community service, many organizations also provide discounts and freebies for matches. For example, the YMCA in Alliance, Ohio, donates memberships to mentors and mentees in the Dowling Mentor Program as a courtesy for the time they volunteer to help maintain the YMCA's facilities. Adds Lisa

Bottomley of Journey 4-H Youth Mentoring in Grand Haven, Michigan, “We have a mentor card that our matches can use [for activities] at 62 businesses that provide discounts or free services.”



Mentors and mentees in the Dowling Mentor Program show off their clean gloves before helping to paint the recreation room of their local YMCA.

efforts of Kitsap Youth in Action (KYA) team members. “We encourage and teach youth how to identify community needs, design service projects with mentors, and implement and critique the success or improvements needed in each project. We also utilize a youth advisory council that actively involves youth in all phases of our service programs.”

KYA provides group and one-on-one opportunities for youth ages 11 to 17 to volunteer in their communities alongside three full-time AmeriCorps members. The youth volunteers provide service

to a wide spectrum of Kitsap County agencies, the City of Bremerton, the Kitsap Consolidated and Bremerton Housing Authorities, the Suquamish and S’Klallam Nations, other AmeriCorps programs, and organizers of community events.

KYA volunteers participate in a monthly Game Night at Elkins House, a home for adults with developmental disabilities. On average, five youth volunteer alongside AmeriCorps members. Elizabeth, 14, considers volunteering at Elkins House one of the program’s “cool” activities.

Angela Marcos, 24, is a second-year AmeriCorps member and KYA team leader. Kam Brooke, 29, and Karen Bichler, 19, are also full-time members. All three have observed positive developments in many of the youth volunteers. Kam shares, “One youth who had been coming to KYA throughout the year was the shy type at first, but she’s now breaking out of her shell, talking to different people like heads of city councils. I can see her blossoming.”

Karen adds, “There are kids who come to us because they are court ordered to do community service. Initially, they don’t care to be here and see [volunteering with us] as a really terrible punishment. After a while, they get into it and tend to stay with us even when they don’t have to do it anymore. I think it’s amazing that we can keep them interested in volunteering and community service!”

Fourteen-year-old Forest “got into a bit of a mess with the law and had to go to KYA,” he acknowledges. At first, he thought volunteering “was stupid”; however, long after completing his community service hours, he continues to volunteer with KYA once a week. His favorite activity so far has been making a float for the American

Tips for Mentors

Deana offers the following advice, based on her experience volunteering at the Humane Society with Brandon:

- ◆ Select an activity of real interest to your mentee and clear it through your program and the mentee’s parent/guardian(s).
- ◆ Be prepared if your mentee balks at responsibility. “[My mentee] Brandon almost backed out because he was afraid that he wouldn’t be able to sit through the meetings in the beginning. We made a deal that if he needed a break, we would take one, even if no one else was. It ended up that the lady giving the orientation was the one who suggested a break!”
- ◆ Coach your mentee through difficult times and know when to choose another activity. “Brandon says he wants to quit whenever we hit a rough patch. And after four months, he is beginning to get a little bored.”
- ◆ Discuss the volunteering process ahead of time and include your mentee in the process as much as possible.
- ◆ Know your mentee pretty well before starting to volunteer together. “I knew that it would be difficult for Brandon to stay focused on a duty until it was finished. We talked about this beforehand (gently, of course).”
- ◆ Divide and conquer. If certain duties seem tough, split them up. Sometimes this requires coaching through the activity, or making deals: “If you can get through this, then we can do that.”
- ◆ Provide positive reinforcement, such as “You really worked hard on the project,” or “You put a lot of thought into the process.” For Brandon and I, working at the Humane Society sometimes wears us out. We made a deal that on those days, we go out for ice cream after (and boy, do we need it)!

Red Cross for an Armed Forces Day Parade and marching alongside it in the parade.

“I think they stay because we provide a positive outlet for them,” Angela concludes. “The changes I see tend to be subtle...the more they volunteer and the more opportunities they have to take on leadership roles, the more likely they are to show up and want to do it...and that is our whole goal: To get them into the program, and try to make it so that they have a lifetime commitment to service.”

Next Steps: Making Volunteering Together a Reality

If you're a mentor or mentor program staff and have yet to engage your mentees in service, you may be saying, “This sounds like a great idea; how can I do it, too?” You are limited only by your imagination and the needs and assets of your community—which can be many! To get started, check out the sidebar “What’s the Big Idea? Volunteering Ideas for Mentors and Mentoring Programs.” (on page 3)

Mentors and youth naturally discuss their interests and often discover shared passions they can pursue together. For example, “We both like animals; let’s visit the zoo together next week.”

A mentor introducing the idea of volunteering might say, “We both like animals and I know the zoo often needs help with things like showing visitors around. Maybe we could spend some time at the zoo as volunteers. Let’s find out about the application process and what our responsibilities would be. Then we can think about how often we might want to do it.”

Programs interested in promoting volunteering as a match activity can address the topic in preservice

orientation. Key points to cover might include sample volunteer activities, training in talking to youth about service (see below), and relevant policies and procedures.

“In my experience, it’s best to have [matches] work on projects that are simple and have clearly defined goals. Overall, most of the mentors and children have reported that their community service projects were one of their favorite activities, and some even ask if they can do more than one.”

—Leo Schlosnagle, Calvert County School-Based Mentoring Programs Coordinator (Big Brothers Big Sisters of Southern Maryland).

Talking About Volunteering Together

Whether you’re a mentor or a program staff member, here are some suggestions for initiating conversations:

1. Model the subject. “Something I really like [or care a lot about] is...” Allow wait time for your mentee to respond. Ask, “What is something that you really like [or care a lot] about?” Remind your mentee of topics she’s mentioned before, if necessary.
2. Based on her response, try to find common ground (remember, you’re discussing this together because you’ll be volunteering together). Ask if she would like to spend some of your time together volunteering. Then, propose to research an activity together that would benefit the cause you’ve identified.

3. Younger children tend to respond to causes that concern animals, other children, and the elderly. Teens also tend to be passionate about these causes, as well as the environment, poverty/inequality, and the homeless.

If your program features group meetings for matches, consider using those gatherings as a venue for discussing volunteering. Some matches may prefer volunteering in a large-group context, especially at first.

Angela Marcos of Kitsap Youth in Action cautions about the difficulty of getting everyone to agree on an activity but advises that this process can also be an excellent learning tool. “We had a [Youth Advisory Committee] meeting one night about

...do[ing] an awareness campaign. One youth came up with issues about foster care because his family had foster children. While we're willing to start the campaign, he and his group had to agree on it first—but they didn't. If he wants to take the initiative to do it, then we will support him. The really great lesson is that not everyone will agree; and that if he wants it to happen, then he will have to become the leader [and take initiative].”

Snapshots of Service

The following snapshots help illustrate how volunteering can fit into various mentor program models. Read on to see what it looks like when caring adults and youth serve together.

Snapshot #1:

Deana and Brandon, 4Results Mentoring Program—Vancouver, WA

Matched through 4Results Mentoring program in Vancouver, Washington, Deana and Brandon became “buddies” eight months ago. Brandon qualified for a mentor through his school and was “excited to share [Deana’s] involvement in his life with his friends and family.”

The match spent their first four months hiking, mini-golfing, and fishing. When Brandon’s neighborhood dog-walking business petered out, the pair decided to do something that would integrate their mutual love of dogs. They decided to spend some time volunteering together at their local Humane Society.

“Brandon loves animals, especially dogs,” Deana begins. “He said he wanted to work at the Humane Society (where he had volunteered before with his aunt)... But because he’s younger than 15, he had to have an adult partner, so it was a great thing for us to do together.”

Brandon and Deana share duties like bathing dogs, taking them to a socialization area so they can run and play, and caring for puppies.

With a voice that matches his sky-high energy and enthusiasm, Brandon describes how “puppies are the best part!”



Brandon and Deana

After four months volunteering together at the Humane Society, mini-golf remains Brandon’s favorite activity but working with the dogs is a close second, followed by fishing. “Dead last would be anything that involves moving my legs,” he quips (so much for hiking!). As for Deana, her favorite part about volunteering together is “having Brandon there with me. He’s a great team player and keeps my spirits up by making me laugh.”

Through volunteering with his mentor, Brandon “is learning to work as [part of] a team,” Deana says. “We take turns with the un-fun stuff like cleaning up kennel messes. He is also learning some valuable interpersonal skills like planning schedules, negotiating duties, and talking to adults with respect even when you are unhappy with the way they have treated you.”

As for Deana, volunteering with Brandon has benefited her in many ways, as well. She says, “I am learning how to effectively communicate with

someone younger than me that may come from a completely different background... I am also learning to be understanding, caring, and remain firm while trying to instill values such as honesty, follow-through, and kindness... He has made me try to be a better person and really stand behind the values I'm trying to instill in him. I try to lead by modeling the behavior I wish to see in him."

Snapshot #2:

Dowling Mentor Program at Mount Union College—Alliance, OH

In 1985, Jack and Madge Peters decided to fund a program to help area youth. They were motivated by the late Bob Dowling, a committed local middle school teacher who suffered from multiple sclerosis. Dowling dreamed of giving students a chance, especially those with potential for academic success, and inspired the Alliance couple to join with Mount Union College to begin the Dowling Mentor Program.

For more than 20 years, the program has served middle and high school students in Alliance, Ohio. The program pairs these youth with mentors who are students at Mount Union College. This year, 36 Mount Union students were paired with area middle and high school students.

Callie, 19, is a junior at Mount Union, who has been a mentor since her freshman year. Her favorite activity has been participating with her mentee, India, in the Salvation Army's "Wish Tree" at a local mall. The match volunteered to distribute needy children's wishes to shoppers. "Christmas is tough when it comes to money so it's kind of cool to see people find the time and money to shop for someone who doesn't really have a whole lot," says Callie.

Bobby, 18, has been matched with a mentor for the last six years. He remembers his first service activity with his mentor "way back in seventh grade." They volunteered at the Mount Union Nature Center where the group regularly cleans trails, plants seeds, and performs other helpful duties. He and his mentor have returned several times. "I enjoy

doing it because it's cool to be out in a different environment, being in nature... I enjoy going back there."

"At first, I was nervous," he explains about volunteering with his mentor. "I had volunteered before with my church, but I didn't do a whole lot. Now, I've done quite a bit with the [Dowling] program. Once I got involved...I can't even count how much I've done since."



Callie (L) and India

Now a recent high school graduate, Bobby will attend Mount Union College in the fall and is already in the process of becoming a mentor himself, something he looks forward to. Volunteering "has helped me to better understand the needs of the community as well as helped me socially," he says.

Program director Lorie Miller explains that while planned activities are rich, the learning and relationship-building that occur can be astounding.

Tips for Program Staff

Lorie Miller, program director of the Dowling Mentor Program in Alliance, Ohio, suggests:

- ◆ Be organized and flexible
- ◆ Work with mentor and mentee interests
- ◆ Include match input in planning service activities
- ◆ Obtain parent permission for mentee participation
- ◆ Schedule activities at convenient times for volunteers, service recipients, and other partners
- ◆ Communicate key information to mentors, mentees, and parents early and often
- ◆ Provide transportation
- ◆ Offer food
- ◆ Be understanding



Program director Lorie Miller (center) sorting seeds at the Nature Center with mentors and mentees

Fred Rickman, Executive Director of Big Brothers Big Sisters of Southwest Louisiana advises, “All group [service] projects take a great deal of energy...We e-mail every volunteer and then call them (prior to the activity). Even with this, we typically get about 15 to 35 percent attendance...attempting to fit the child’s schedule and the mentor’s schedule together...is challenging.”

“I can’t even plan how valuable the opportunities can be,” Lorie muses. “Sometimes, I just stand back and say, ‘Wow... that’s something I couldn’t even have thought of.’”

She offers a recent example of students working alongside their librarian during the summer used book sale to raise money for new books: “Volunteering beside other community members helps broaden their understanding of people and it’s a humbling experience for them in a positive way...They see that their librarian is choosing to be there for them on her day off.”

Snapshot #3:

Laura and Sammi, Journey 4-H Youth Mentoring—Grand Haven, MI

“She was real quiet at first, but as soon as I started talking and having fun, she got to be real outgoing,”

Sammi says about Laura—her mentor. A junior in high school, Sammi is passionate about helping others; she found an outlet for that passion when she met Laura one year ago through the Journey 4-H Mentoring Program. For starters, Sammi, 16, says she’s helped Laura become “photogenic” through their shared interest in photography.

“It’s how we developed a base,” explains Laura Schleede, 25. “We also did some scrapbooking, going out to dinner, for ice cream, the movies, and all that...but one of our favorite things to do is volunteer at [Ottawa] County Collaborative activities.”

Sammi agrees, “Going to get ice cream is okay but I’d rather be out there doing stuff and helping people; it’s something I’ve always wanted to do.”

It wasn’t something she was always on track to do, though. When she was 15, she had volunteered

with a friend at a nursing home, but shortly after her father passed away, Sammi “got into some trouble. The court asked me if I wanted a ‘big sister’ and I said ‘yeah!’”

It was then that Laura and Sammi were matched as part of Journey’s work with Ottawa County Michigan State University Extension³. Journey 4-H⁴ partners with Ottawa County Family Court/Juvenile Services to provide trained mentors to court-involved youth “who have a desire to work with [us]” on a voluntary basis, explains Lisa Bottomley, Extension Educator. Some of the youth are on probation and others have been identified by case workers during intake as good candidates for mentoring—

Sammi’s potential was immediately recognized.

“I’ve changed so much [since then],” Sammi reflects. “Laura opened me up to see things from different points of view.” Laura shares, “Six months into our relationship, she told me what had happened and said, ‘I hate that I did that but I’m so glad that I got to meet you through the experience.’

It’s neat to hear her talk about the outcome and how it opened up some new opportunities for her by joining the program.”

These opportunities include volunteering together at many community functions, including fundraisers and group match activities. “We have a lot of matches who volunteer with us because they want

to give back to the organization. They help as a set-up or take-down committee for events or teach an activity for us like how to make beaded jewelry,” says Lisa. “There are so few places that allow [kids] to be volunteers; we’ve been creative with it.”

One of Laura and Sammi’s biggest projects has been organizing a “Project Linus” activity: along with 12 other people, the pair made fleece blankets for children in hospitals—it’s the activity they both rank tops so far. Of course, that ranking may change after Labor Day 2007.

They were selected to join 27 other matches to run alongside the governor in Michigan’s annual Mackinac Bridge Walk “fun run” as part of Governor Granholm’s “Mentoring: A Running Start” initiative. Laura and Sammi trained the entire summer for the 5K run. Sammi walked the Miles for Mentoring 5K last year but looks forward to running this year to help raise awareness about the benefits of mentoring.

“Volunteering together works really well for some of our matches.

It enhances their match experience because they get to give back together.” Lisa continues, “The mentor is sometimes the first person to introduce the kid to that awesome feeling that you can get from volunteering, and that can be a real bonding opportunity.”



Sammi (L) and Laura

³ The Michigan State University Extension founded and manages the Ottawa County Mentoring Collaborative to support mentors, mentees and mentoring programs. It partners with 14 programs to provide four activities each month for matches, as well as recruitment, fundraising, and training support. The collaborative also produces a monthly newsletter that has given Laura and Sammi many volunteering ideas.

⁴ The Journey 4-H Youth Mentoring Program pairs youth in Ottawa County ages 8–17 with positive adult role models in an effort to reduce the frequency and severity of delinquent behavior. Participation in the program by the youth is voluntary, and referrals from probation officers or counselors for youth wanting mentors are never in short supply. The mentors go through a lengthy screening and training process before being matched with a youth. After being matched the mentor and youth spend at least two hours together each week for a year.

Reality Check: Common Challenges and Suggested Strategies

Common Challenge	Suggested Strategy
<p>The general public often associates the term “community service” with punishment and the judicial system. This sometimes includes mentors and mentees, especially court-involved youth who form negative opinions of community service and see it as something mandatory.</p>	<p>Be aware of how “community service” may be perceived. Frame the words in a positive context by helping youth see that they have something positive and valuable to contribute and reinforce how helpful their <i>service</i> to the <i>community</i> is.</p> <p>Lisa Bottomley of Ottawa County MSU Extension says, “In our program, you have to be careful when choosing your words. ‘Community service’ can have a negative connotation because many of our kids have service as a court-mandated consequence. Some mentors will help their mentees make it a positive experience and ask, ‘What is it that you would like to do to help make a difference in your community?’ When we volunteer as a group, we call it a ‘service project’ or advertise a ‘volunteer need,’ or just say, ‘We need your help, you’re needed in this way, are you interested?’”</p> <p>Laura Schleede of Journey 4-H Youth Mentoring suggests asking, “It looks like there’s a need for XYZ – what do you think about helping with that?”</p>
<p>Volunteering in the community often requires partnering with other volunteer organizations that may have different cultures, requirements, and approaches to supervision than what mentors and mentees are accustomed to. This can sometimes be confusing or frustrating for matches.</p>	<p>Partnering with community organizations or groups can be challenging; communication is a key to success.</p> <p>Deana and Brandon experienced a miscommunication with Humane Society staff and the working situation became difficult for a while. They had a meeting with the staff and, in the end, it taught Brandon “not to give up if it’s difficult,” Deana says. “He has also learned that rules are usually made for a reason, even if that reason may not be readily apparent.”</p>
<p>Sometimes it can be difficult to get mentees involved during a volunteer activity because they lack motivation or don’t exhibit real commitment to the task at hand. This can be frustrating for program directors and/or mentors who devote considerable energy to creating or identifying volunteer service opportunities.</p>	<p>Despite all your planning and best intentions, some will show up simply for free food or something to do, and that’s okay. Some mentees may not yet have a deep appreciation of community service and it’s important to accept and honor those differences.</p> <p>Angela Marcos of KYA explains, “I’d like to say that every one of them is with [us] because they want to make a difference in their community and they have a strong dedication to volunteerism, but the truth is they just need [and] want an outlet away from home and maybe for some, away from their regular circle of friends...I’m just glad they are here, who knows where else they might be instead?”</p> <p>Like any of the benefits of a mentoring relationship, true community engagement doesn’t happen overnight; it’s something cultivated over time and with reflection.</p> <p>“The same teens who complain and sometimes slack off continue to show up so I think, ‘We must be doing something right,’” says Angela.</p>

Go Ahead, Drop the Pebble Into the Pond!

Throughout our conversations with mentors and mentees who volunteer together, a common theme emerged: Mentors consistently referred to profound changes they observed as their mentees took on leadership roles in the community and became interested in service. When mentors and mentees drop the proverbial pebble into the pond, time spent serving their communities together has an impact that is felt beyond the mentoring relationship. It can lead to a lifetime of service and lives changed long after the initial splash!

References

- Lerner, R.M, Fisher, C.B., & Weinberg, R.A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development*, 71(1), 11–20.
- Livengood, C. “A Chance to Make a Difference,” feature article for journalism class, Mount Union College, February 8, 2007.
- Tierney, J. P., & Grossman, J. B. (with N. L. Resch). (1995, November). “Making a Difference: An Impact Study of Big Brothers/Big Sisters.” Philadelphia, PA: Public/Private Ventures.

Resources

- 4Results Mentoring (www.4resultsmentoring.org)
- Clark County Juvenile Court (www.clark.wa.gov/juvenile/index.html)
- Corporation for National and Community Service (www.nationalservice.gov) Issue briefs:
- “Leveling the Path to Participation: Volunteering and Civic Engagement Among Youth From Disadvantaged Circumstances”
 - “National Service and Mentoring”
- Dowling Mentor Program at Mount Union College (www.muc.edu/academics/dowling_mentor_program)
- Kitsap Youth in Action (www.kcr.org/kya.aspx)
- Mentoring Resource Center, U.S. Department of Education (www.edmentoring.org) Fact sheets:
- “A Mentor’s Guide to Youth Development”
 - “Putting Youth Development Principles to Work in Mentoring Programs”
 - “Understanding the Youth Development Model”
- The Medgar Evers Institute (www.meinstitute.net)
- “Service-Centered Mentoring: A Higher Purpose for a Great Idea”
- The Search Institute (www.search-institute.org)
- Ottawa County MSU Extension (www.msue.msu.edu/ottawa) and Journey 4H Mentoring Program



This publication is based on work sponsored wholly, or in part, by the Corporation for National and Community Service, under Contract Number O5TAHOR002. The content of this publication does not necessarily reflect the views of the Corporation for National Service or any agency of the United States government. Permission to reproduce this publication in whole or part for use in educational, national service, or other not-for-profit groups is granted with the acknowledgment of LEARNS at the Northwest Regional Educational Laboratory on all copies. LEARNS provides training and technical assistance to Corporation-funded programs focused on education. LEARNS is a partnership of the Northwest Regional Educational Laboratory and the Bank Street College of Education.



LEARNS at the
Northwest Regional
Educational Laboratory
101 SW Main Street,
Suite 500
Portland, OR 97204
Toll-free phone:
1-800-361-7890
Fax: (503) 275-0133
Web: www.nwrel.org
E-mail: learns@nwrel.org

Bank Street



LEARNS at the
Bank Street College
of Education
610 West 112th Street
New York, NY 10025
Toll-free phone:
1-800-930-5664
Fax: (212) 875-4547
Web: www.bnkst.edu
E-mail: learns@bnkst.edu

We're Here to Help

For literacy, tutoring, and mentoring projects, LEARNS provides training and technical assistance. Call or e-mail us to find out how we can help you:

- Locate resources
- Connect with peers
- Brainstorm solutions
- Design and deliver training

800-361-7890, learns@nwrel.org
800-930-5664, learns@bnkst.edu

Visit Us on the Web

At http://nationalservicerresources.org/resources/online_pubs/learns, you'll find an array of practical tips and thought-provoking articles. We've amassed ideas, newsletters, games, training activities, links, and other resources to help literacy, tutoring, and mentoring programs enhance their programs and enliven their sessions with students.

LEARNS Project Director: Nicky Martin
Graphic Designer: Kevin Jahnsen
Editor: Nicky Martin
Technical Editor: Eugenia Cooper Potter

NONPROFIT ORG.
US POSTAGE
PAID
PORTLAND, OR
PERMIT NO. 250