

DC PROJECT CONNECT (DCPC) EMPOWERING LIVES MENTOR TRAINING GUIDE



DC Project Connect

AVON HART-JOHNSON, PHD, HS-BCP,
PRESIDENT

MR. GEOFFREY, JOHNSON, MPA,
EXECUTIVE DIRECTOR

DCPC 9103 WOODMORE CENTRE DR. #278,
LANHAM, MD 20706

DRAFT V.1.4

DCPC and The Fairview Residential Reentry Center:
Mentoring Pilot Training Program: Sponsored by Pepco



DC Project Connect

MENTOR PILOT TRAINING PROGRAM

2016

(DRAFT)

Schedule and Training Document Version Table

Author	Date	Description	Notes	Version
And/or Revisions by:				
Mr. Geoffrey Johnson	3/10/16	Initial Draft of Training Pilot framework.		1.0
Dr. Vernelle Brown				1.1
Ms. Casandra Allen	3/16/16			1.2
The Fairview Mr. Joseph Penca Ms. Tracy Banks	4/4/16	Recommendations, edits, clarifications.	Added clarification and recommended changes	1.3
Dr. Avon Hart-Johnson, DCPC	4/20/16	Review.	Approval	1.4
Group Discussion	5/2/16	Roll-out	Preparation for Mentor Pilot Orientation and training.	1.4
Feedback for Fall 2016 Mentor Training Program	8/8/16	Recommendations, edits, clarifications. Lessons learned from pilot. Include AARM model	Modification and clarifications of staff v. mentor. Added sponsor role and responsibility.	2.0
Final version.				

DC Project Connect - Do Not Reproduce

Table of Contents

Section 1: Introduction to Mentoring.....	8
Background: The Fairview Residential Reentry Center.....	9
DC Project Connect: Best Practices.....	11
Section 2: Overview of the DCPC Mentoring Pilot Program.....	12
DC Project Connect: Mentorship Program.....	12
DCPC Mentor Program Mission Statement.....	13
DCPC Mentorship Pilot Program Goals.....	13
DCPC Mentorship Objectives.....	14
Eligibility: Who We Recruit to Mentor.....	14
Section 3: DCPC Mentoring Concepts & Principles.....	16
Criteria & Qualities of DCPC Mentors.....	16
Activities Associated with DCPC Mentors.....	18
Section 4: Program Rules.....	20
Mentor Participation Agreement.....	20
Mentor Confidentiality Agreement.....	21
Program Reporting Rules & Boundary Matters.....	22
Mentee Competency Criteria & Needs.....	25
DCPC Pilot Mentor Meetings.....	31
Section 5: Working with Returned Citizens.....	32
Characteristics of DC Ex-Offenders.....	32
The Selection, Pairing, & Matching processes.....	33
Confidentiality Mentor Trust Building Techniques.....	34

Section 6: Communication Skills	35
Listening Skills & talking Points	36
Effective Mentors and Mentees Dynamics.....	37
One-on-One Mentoring.....	37
Techniques for More Effective Communications	38
Non-Directive Approach.....	38
Open Questions.....	39
Paraphrase.....	39
Problem Solving Skills	40
DCPC Thumbnail Guidance for Mentor Communications.....	41
Section 7: Facilitating the Mentoring Pilot Program.....	43
TOOL 1: "ICEBREAKER" ACTIVITIES	43
FORCED CHOICE EXERCISE:.....	43
Group Meetings.....	44
Appendix A	44
Termination of the Mentor/Mentee Relationship	44
Appendix B	45
Program Evaluation.....	45
Appendix C.....	45
EVALUATION FORM	45
Appendix D.....	47
Mentor Pilot Program Sessions	47

DCPC Mentorship Projected Outcomes.....	49
Success factors	51
Appendix E.....	52
Contributors & Steering Committee.....	52
Appendix F.....	54
Source Material	54

DC Project Connect - Do Not Reproduce

Section 1: Introduction to Mentoring

DC Project Connect has embarked upon this mentoring pilot, which will employ evidence based practices derived from the U.S. Department of Labor Mentoring Ex-Prisoners and the synthesis of other successful programs, to demonstrate that Mentoring can provide necessary support for female returning citizens as they prepare to successfully reintegrate back into their communities. Our mentorship program differs from other mentoring programs in that it caters to female citizens that are returning to the District of Columbia largely from U.S. Bureau of Prison facilities that can be located hundreds and sometimes thousands of miles from their homes. The dynamics of being incarcerated so far from family and city resources will be assessed in detail.

Each year over 700,000 individuals return to society from prison. With regard to the District of Columbia, the Court Services and Offender Supervision Agency (CSOSA), the federal entity that oversees the city's probation and parolees, estimates that approximately 2,000 residents return from Bureau of Prisons (BOP) facilities each year. Of this population group, it is predicted that without adequate intervention and support, approximately 50% will recidivate.¹ While the majority of these returning citizens are men, approximately 15 percent are women.

Research has demonstrated that mentoring can aid ex-offenders' transition and adjustment from prison. In addition, mentoring can enhance returned citizens' supervision, specifically with regard to compliance with case management, parole, and/or probation requirements.

DC Project Connect recognizes that the real value of mentoring will have to be validated through tested mentor/mentee relationships. This pilot will provide evidence based assessments of mentoring. However, research has already disclosed the following positive data concerning mentoring:

- Misdemeanor courts utilizing volunteer mentors found that only 15% of the probationers recidivated within 5 years, as opposed to 50% of the probationers supervised by other courts (Leenhouts, 2003).

Business Case for Mentoring

- *Saves Tax Payer Dollars*
 - *Reduces Recidivism*
 - *Enhanced Social Responsibility for Businesses*
 - *Enhances Community Safety*
 - *Foster Stronger Family Relationships Through Mentee Prosocial Skills Development*
 - *May Prevent Intergenerational Incarceration*
 - *Enhance Mentee Problem Solving Skills*
 - *Offer Mentors Opportunity to Give Back*
 - *Debunks the Myth that Once an Offender – Always an Offender*
-
-

- Offenders who received mentoring services in Philadelphia's Ready4Work Initiative were more likely to find a job, stay employed, and they also recidivated at a lesser rate (Bauldry, Djakovic, McClanahan, & Kotloff, 2009).

- Interviews with Generation 1 Prison Reentry Initiative sites indicated that mentors positively impacted offender readjustment and in coping with the challenges of their transition (Coffey Consulting, 2009). In addition, the U.S. Department of Labor and the Annie Casey Foundation explored the benefits of mentoring and found that participants in such programs were 39% less likely to return to prison and more likely to both find employment and remain employed.ⁱⁱ

Background: The Fairview Residential Reentry Center

The District of Columbia's Corrections Information Council (CIC) is mandated to inspect the prisons, jails, and residential reentry centers where DC residents are housed and incarcerated. The CIC 2013 annual report notes that DC residents are continuously returning to the DC community after various stents of incarceration.

Since the 2003 closing of the Lorton prison facility, DC residents have been placed in BOP custody and are incarcerated in detention facilities all over the country, as far away as California, Texas, and Florida. The majority of BOP facilities are not readily accessible for travel or visitation. Consequently, DC inmates are oftentimes disconnected from their families, communities and local services. In addition, upon their return from prison, these individuals generally need assistance with acquiring

employment, housing, medical and mental healthcare, substance abuse, familiar reintegration, and other matters.

Per CSOSA data, approximately 50 percent of all the city's returning citizens transition through Residential Reentry Centers (half-way houses). DCPC's mentoring efforts takes place at The Fairview Residential Reentry Center, which is the city's sole facility dedicated to assist female ex-offenders. The Fairview Residential Reentry Center is located at 1430 G Street NE, Washington DC 20002. The Fairview can house as many as 60 women; however, actual attendance approximates 35 women.

CIC's 2013 inspection of The Fairview provides an overview of some of the services that are provided to female returning citizens:

- ✎ *Housing:* Residents at The Fairview stay for a relatively short period; between two and six months. During this period residents are encouraged to find alternative housing. However, it is noted that finding housing, post-incarceration, is very problematic.
- ✎ *Employment:* The Fairview offers employment training and life skills classes to residents. A Social Service Coordinator at The Fairview works closely with the Department of Employment Services, Office of Returning Citizens Affairs, DC Central Kitchen, New Course Catering, the University of the District of Columbia, and other stakeholders to assist women to find gainful employment. The facility boasts a higher than 70 percent success rate in this area.
- ✎ *Education and Training:* There is a variety of academic and vocational programs available to The Fairview residents. Upon leaving The Fairview, "residents can contact the following academic assistance services:
 - Academy of Hope, Ballou STAY High School, Byte Back, Catholic Charities, Congressional Heights Training Center, GED Testing and Verifications, Opportunities Industrialization Center DC, DC Central Kitchen, Marshall Heights Community Development Organization, New Course Catering, N Street Village, and the Vocational Rehabilitation Center.

- ✎ *Medical Issues:* The Fairview has a partnership with Unity Health Care to offer residents offsite medical service, including a physical examination. Medications are administered and distributed by The Fairview staff. Additionally, residents can apply for medical benefits programs.
- ✎ *Mental Health:* The Fairview provides referrals for appointments with the Department of Behavioral Health (DBH). DBH can provide medication to residents that do not have insurance. Residents can attend Narcotics Anonymous and Alcoholics Anonymous meetings. The Fairview also offers limited onsite drug education, relapse prevention, and recovery support groups.
- ✎ *Family Reunification:* Family and community visitation is available to residents twice a week, on Saturdays and Sundays. Each visitor can stay for up to two hours. Residents also have access to onsite pay phones and specific cell phones.

DC PROJECT CONNECT: BEST PRACTICES

Best practice reentry strategies indicated that (1) transition planning should begin during incarceration; and (2) it is enhanced through supportive community programs that address the needs of returning citizens. While, DCPC does not anticipate that mentors will provide direct assistance with the aforementioned services, research demonstrates that mentor relationships can enhance case management practices.ⁱⁱⁱ In addition, DCPC's proposed mentoring program will support and contribute to the services offered to women by The Fairview staff, community partners, and volunteers.

Ultimately, we believe that our mentoring programs will contribute to safer and more stabilized communities. In addition, mentorship initiatives have proven to be effective sources of support for vulnerable populations, such as persons with addictive behaviors, as well as for those individuals who have transitioned from prison/confinement to their homes and communities. In short, mentorship may aid those persons in need of social adjustment.

Section 2: Overview of the DCPC Mentoring Pilot Program



During our first pilot period, DCPC seeks a minimum of 4 participants to serve, one-on-one mentors for women assigned to The Fairview reentry center. We will pair mentors with The Fairview women for a maximum of three-months (90 days). The Fairview and DCPC will monitor each mentor’s efforts and facilitate introductions and closure (exit strategies) from the mentorship program.

DC PROJECT CONNECT: MENTORSHIP PROGRAM

DCPC advocates that family is the most effective strategy to combat recidivism. We believe that broad collaboration with various entities in our community will ultimately foster the greatest results for our returning citizens. However; as previously noted, the majority of BOP facilities are not readily accessible for travel or visitation. Consequently, DC inmates are oftentimes disconnected from their families, communities and local services. In addition, upon their return from prison, these individuals generally need assistance with acquiring employment, housing, medical, and mental healthcare, substance abuse, familiar reintegration, and other matters.

DCPC is piloting a mentorship program to support females who return to the DC community from BOP and Department of Corrections facilities. We are partnering with The Fairview, government and businesses in the Washington Metropolitan area to develop this program and to draw our pool of mentors to foster support and guidance for females who were previously

incarcerated. Research informs us that the risk of reoffending decreases when returning citizens have strong and continuous support networks.^{iv}

DCPC MENTOR PROGRAM MISSION STATEMENT

"DCPC mentorship program will provide capable, nonjudgmental mentors to assist returning citizens reconnect with their families and navigate challenges as they adjust to life outside of prison."

DCPC MENTORSHIP PILOT PROGRAM GOALS

1. Partner with The Fairview, local businesses, churches, and community groups to identify qualified professionals to mentor women who are returning from BOP and the Department of Corrections prison facilities.
2. During our initial pilot, DCPC will use evidence based practices (ERB) derived from the U.S. Department of Labor Mentoring Ex-Prisoners and the synthesis of other successful programs to determine whether mentoring can provide necessary support for female returned citizens as they prepare to successfully reintegrate back into their communities.. DCPC will assess whether and how, steady, nonjudgmental, and purposeful partners with mentors from the DC community can encourage returning citizens to make better choices, and provide support and guidance to ease transition to the changing Washington, DC landscape.
3. DCPC mentors may provide critical support as returning citizens make their first step towards independence and social adjustment. These mentors may be some of the first, non-criminal justice system persons that former inmates interact with. Mentors will should provide alternate, nonjudgmental, support for returning citizens. Mentors will likely facilitate discussions related to goals, personal challenges, and strategies for successful transition and stabilization.
4. DCPC also believes that family can be a key factor to successful reentry. As such, mentors will be encouraged to promote family reintegration, using prescribed tools and materials.
5. Finally, DCPC hopes that the mentorship relationships ultimately discourages recidivism.

DCPC MENTORSHIP OBJECTIVES

- ☞ To provide a best-in-class mentoring program that will increase participants' knowledge and contribute to better community.
- ☞ Provide resources and conditions that will thwart antisocial thinking and behaviors;^v
- ☞ To foster effectively trained mentors and mentees and pilot program retention;^{vi}
- ☞ Cultivate development of positive relationships with family and community.
- ☞ Promote the positive attributes of mentees and engage in meaningful relationships
- ☞ Facilitate the sharing of knowledge, techniques, and awareness among participants
- ☞ To provide uplift for female returning citizens as contributing members of society who deserve a second chance;
- ☞ To showcase the Mentoring Program as a successful facet of residential reentry centers.

ELIGIBILITY: WHO WE RECRUIT TO MENTOR

DC Project Connect's mentoring program draws upon the strength and expertise of female leaders and professionals from the Washington, DC area. This project is funded by our corporate sponsor, Pepco. Our mentors generally have professional experience in their respective careers and they can provide guidance and support for female returning citizens (ex-offenders). We believe that working professionals, who are nonjudgmental, compassionate, and have a willingness to contribute to social change, can lend their wisdom, expertise, interpersonal skills to this project, which will be conducted at The Fairview residential reentry center. As previously mentioned, research informs us that the risk of reoffending decreases when returning citizens have strong and contiguous support networks.^{vii}

Our mentors bring a variety of skills to our program. We sought to recruit women who have empathy, problem-solving skills, effective communication, practical business competencies, critical thinking, and a broad spectrum of life skills. We also tried to find well-balanced individuals who

embrace change and diversity. If you have been selected, you likely possess some or all of these skills.

DC Project Connect - Do Not Reproduce

SECTION 3: DCPC MENTORING CONCEPTS & PRINCIPLES

CRITERIA & QUALITIES OF DCPC MENTORS

- Gender & Age: Female, 25 years or older.
- Pass Screening Interview.
- Complete Mentor Questionnaire.
- Meet Time Requirement: Able to contribute 2 – 4 hours per month for Virtual Mentoring Sessions.
- Honor Commitment: Ability to contribute at least 3 months for the Pilot.
- History of Commitment to community and service related tasks, required.
- 2 References required.
- Background Check: Ability to pass criminal background check.
- Bias-free: Ability to be nonjudgmental.
- A commitment to working with ex-prisoners and provide honored social values while mentoring this population.
- Experience: Professional experience; former mentor. Work experience preferably in human resources, labor relations, community relations, or customer service; however, other careers are also welcome.
- Confidentiality: Ability to follow and commit to confidentiality agreement.
- Follow the Legal requirements and Law: Ability and willingness to follow the law and legal requirements of Fairview and the local jurisdictional laws.
- Ability to Report Critical Incidents: Some returning citizens in the program may suffer from past addiction, depression, or other mental illness and may be at risk for self-destructive behavior. Although we will make every effort to ensure appropriate pairing, mentors should be prepared to immediately contact the program staff, and follow the appropriate protocol identified in the confidentiality and mentoring program.

- Mentors will be trained to recognize warning signs of self-destructive behaviors, such as not showing up for work, reconnecting with poor peer influences, negative behaviors, or life style changes—in this case the mentoring coordinator should be contacted and the relationship will cease.
- Applicants must satisfactorily complete the DCPC mentor training program.

EXCLUSION CRITERIA FOR DCPC MENTORS

- Applicants who have been convicted of a sex offense
- Applicants who have a violent history background
- Applicants who have current untreated mental health conditions
- Applicants who are current substance abusers
- Untreated mental health challenges
- Known sex offenders
- History of aggravated assaults
- The Fairview staff assessment and determination of risk and/or non-compliance

ACTIVITIES ASSOCIATED WITH DCPC MENTORS

Mentors should be prepared to offer practical advice to returning citizens. Advice might include information as basic as how to get to a certain destination, bus routes or instructions on riding the Metrorail system. Mentors might place feelers in their respective communities or places of employment about job opportunities. However, the main focus for the mentor is to provide nonjudgmental and consistent support for a returning citizen.

Mentors might also find themselves assisting with decision-making and problem-solving matters with their assigned partner (see chapter 7). In fact, providing assistance with making good decisions, mending family and community ties, and other acts of good citizenry will likely be the lion's share of your interaction with returned citizens. Here are a few helpful tips:

- Mentors should ensure that shared communication fosters relationships based upon trust and conditions where the mentee feels valued. [Also See: Trust Building Techniques]
- Mentors should identify the mentee's strengths and assets and attempt to motivate positive social behaviors.
- Mentors should help the mentee recognize their goals and develop a road map for success beginning with incremental steps, such as obtaining identification, locating job prospects, or cultivating family reunification.
- Mentors should be prepared to listen and discuss common challenges the mentee may have; assistance with the mentee's decision-making criteria may be needed ;
- Mentors should note returning citizen concerns. They might have questions about how to prepare for an interview or rekindling ties with a child that they haven't seen in a while or how best to handle personal demons and temptations. Through discussion and observations, Mentors might also notice apprehension, excitement, disappointment, and frustration associated with their living situation, health needs, or perceived changes in their relationship with family and friends.

- Mentors should maintain a log book and capture first impressions, telephone discussions, aspirations, personal challenges trying to establish trust, triumphs, and disappointments of the mentee. Since developing a relationship with a complete stranger has infinite possible dynamics, small and major observations should be captured in the mentor's log books. Finally, DCPC will use mentor notes as the basis for a final report. This report along with mentor exit conference with DCPC will be used to tailor the program and to determine its overall effectiveness.
- Mentors can contact the DCPC Program Coordinator to discuss any matters of concern that arise during personal discussions, as well as assigned group activities. Other resources available for mentors include DCPC and The Fairview staff.

SECTION 4: PROGRAM RULES

MENTOR PARTICIPATION AGREEMENT

As a mentor in the DC Project Connect Mentoring Program, I agree to

- Cooperate with all requirements included in the screening process.
- Complete DCPC mentor training and attend ongoing sessions that will include my paired mentee.
- Meet or contact my mentee at least once a week for a minimum of 30 minutes.
- Support the mission and goals of the Mentoring program.
- Attempt to develop a relationship based upon trust and respect with my mentee, with careful consideration of remaining flexible and respecting her decisions and not present myself as an authority figure
- Respect the mentee's individuality and resist pushing personal agendas, including my faith or politics.
- Never present yourself to the mentee while under the influence of alcohol or drugs.
- Notify my mentee at least 24 hours in advance if I will likely miss a telephone call or meeting, or as soon as possible, in the case of an emergency.
- Maintain a mentor log.
- Abide by the program's confidentiality agreement.
- Follow program rules and guidelines, including boundary matters and requirements to report deviant behaviors
- Contact the Mentor Coordinator if I experience any difficulties with my paired mentee.
- If I am unable to fulfill my duties as a mentor, I will inform the mentor coordinator immediately so that a replacement can be found.

Mentor Signature: _____ Date: _____

Note: File a copy of this document with the DCPC and retain a copy for your records.

MENTOR CONFIDENTIALITY AGREEMENT

Volunteers should recognize that they were, in-part, selected because they have the interpersonal skills to interact with persons from diverse backgrounds and one key goal is to foster some measure of trust. In this regard, while attempting to build trust, **Mentors are required to keep conversations with, and information about, their mentees in confidence.** However, there are exceptions to this requirement:

- ✎ Duty to Warn: In certain “positions of trust”, that include clinical psychologists, counselors; supervisors, teachers, social workers, mentors; and other helping disciplines; these individuals have **a duty warn** others if they have reasonable grounds to believe that persons in their jurisdiction and or sphere of influence, may be in imminent danger of harming themselves or others. In general, the safety of members of society trumps or is regarded as greater than other subordinate relationships. , possible victims and/or persons in position to influence outcomes should be contacted. In short, protecting victims from harm and protecting individuals who are receiving assistance from self-harm is regarded as an ethical obligation of persons of trust.
- ✎ Speaking to Program Staff: While The Fairview staff and the DCPC Mentor Coordinator can assist mentees with questions and concerns; mentors are in special, quasi-trust positions. DCPC cautions mentors from assuming authoritarian roles, e.g. probation or parole officials; however, any perceived activities that are against the law should be reported to appropriate officials.
- ✎ Discussion with Others: As directed by the Confidentiality Agreement, Mentors should seek specific permission from her mentee before seeking or discussing a mentee’s personal concerns.

Specific issues of concern might include: (1) reports of child or elder abuse; (2) discusses drug use or intended drug use; (3) indicates possible violation of terms of her parole/probation; (4) reports intention of hurting herself or others; (5) reports another person may hurt herself or others; and (6) demonstrates a marked change in mood or behavior (e.g. depression, manic activities).

Mentor Signature: _____ Date: _____

PROGRAM REPORTING RULES & BOUNDARY MATTERS

- ☞ AS PREVIOUSLY MENTIONED, MENTORS SHOULD BE RESIDENTS IN THE WASHINGTON METROPOLITAN AREA (DC, MD, VA), AGED 25 AND ABOVE, AND HAVE AN EMPATHETIC AND OPEN HEART. Time requirements will vary in length and frequency, but DCPC would ideally request at least one phone or visit per week. Former incarcerated members of the community are encouraged to participate, but their status should be readily acknowledged for matters or transparency with DCPC/community relations. The mentorship time commitment will not exceed the established and agreed upon timeframe.
- ☞ MENTORS WILL BE REQUIRED TO SIGN A MENTOR PARTICIPATION AGREEMENT. The agreement outlines basic the roles and responsibilities of participants, as well as, provide guidance for mentors. This agreement is also recognition that the volunteer participant and DCPC are in alignment with regard to their role. All aspects of the agreement will be discussed with the participant prior to being formally signed. There will also be a screening time period and training/orientation provided prior to formally entering into the mentorship program. [Note: see above participation agreement]
- ☞ MENTORS SHOULD BE AWARE THAT A CRIMINAL BACKGROUND CHECK will be required for his/her participation in the DCPC mentorship program.
- ☞ PER INFORMED CONSENT FROM THE RETURNED CITIZEN AND CLEARANCE FROM THE FAIRVIEW, DCPC will match mentors and provide one-on-one life coach/mentoring services. All mentors will receive proper screening and training about their responsibilities, as well as DCPC program objectives. All mentors will be members of the Washington DC community. These individuals will devote up to 3 months of his/her time to assist their paired returned citizen. [This form may be different than the application form]
- ☞ THE MENTOR WILL ASSIST THE MENTEE WITH BARRIERS in her transition back home. It is DCPC's hope that the mentors will foster trust and confidence during their transition period at The Fairview and encourage in-roads to reintegrate the returned citizen with her

family and community. DCPC also intends for the mentor's partnership with the returned citizen to be a buffer to recidivism and encourage her to make good decisions.

- ✎ MENTORS MUST UNDERSTAND THE DIFFERENCES BETWEEN RIGHT AND WRONG (common sense matters) and be aware of activities that are against the law and/or sanctioned as such with regard to mentees probation/supervised release. Activities, such as recreational marijuana drug use will likely violate conditions of their release, result in a failed drug test and possible re-incarceration. However, heart-felt engagement and trust gained discussion will hopefully render better decision-making improve the returned citizens' chances for successful transition. **Note: Any perceived activities that are against the law should be reported to DCPC, Mentor Coordinator, or The Fairview. [See Call Tree]**
- ✎ SOME RETURNED CITIZENS MAY FEEL THAT MENTORS MAY REPORT THEIR ACTIVITIES TO PROBATION/PAROLE OFFICIALS. Although fostering trust is a real goal, Mentors should be aware of a returned citizens' dependence on drugs, alcohol, or mental condition, e.g. depression. Mentors should also be observant of high risk or anti-social behaviors. Mentors should report possible destructive behavior to DCPC. Such behavior might reveal itself in a manner as, frequent absences from work.
- ✎ MENTORS SHOULD ENSURE THEIR OWN PERSONAL SAFETY AT ALL TIMES. As such, mentors should refrain from taking participants to their homes or letting them engage in the mentor's personal matters or family affairs.
- ✎ MENTORS SHOULD BE AWARE THAT RETURNED CITIZENS HAVE BEEN THROUGH LIFE-CHANGING ORDEALS WHILE INCARCERATED and matters like trust, direction, and family and community reunification may take years to achieve. As such, the mentor may initially be viewed as an extension or another form of their parole or probation oversight that is not understood or wanted. **If the mentor feels that the returned citizen has effectively shut him/her out or verbalized no interest in a partnership then the mentor should contact DCPC and provide appropriate feedback.**

Note: DURING THE FIRST YEAR OF OUR PILOT AND SUBSEQUENT, PROGRAM, DCPC will attempt to enlist up to 14 mentors (4 for pilot and 10 for the initial program rollout). Mentors will report to DCPC during or at the end of the three month period and cite the progress made assisting the returned citizen, as well as to report any difficulties. This information will be used to assess the value of the mentorship program and serve as means to remedy aspects of mentoring that were found to be non-effective. Both qualitative and quantitative measurements will be employed assess effectiveness.

MENTEE COMPETENCY CRITERIA & NEEDS

Mentors should become knowledgeable with their mentees aspirations, as well as personal challenges while transitioning from The Fairview. DCPC will provide various workshops to augment Mentor training; however the following list of competencies and characteristics can assist the evaluation of the mentee's transition:

Decision-Making Skills: The cognitive process resulting in the (1) selection of beliefs or (2) course of action among several possible alternatives.

Coping Skills: Methods a person uses to deal with stressful situations. Developing good coping skills can assist with mental health wellness.

Moral Conduct: Developing a sense of societal values associated with the distinctions between right and wrong. Moral conduct can also assist individuals with attitudes and behaviors of conveying or expressing truths.

Social Skills: Social skills include communications and activities that individuals use to interact and communicate with others. They often include both verbal and nonverbal interactions. A key determinant is often an individual's "socialization."

Healthy Relationships: Oftentimes positive communication allows one member of society to better understand and interact with others. Researchers posit that mutual respect is an essential component to maintain healthy relations. Disagreements are also a part of all relationships; however, finding understanding, or a possible means to compromise a stance, including allowing an alternative approach to matters can often lead to healthy relationships, healthy environments, and a more healthy-self.

Family Relationships: Family is defined as a group of people with some degree of kinship, whether through blood, marriage, adoption, or shared social situations. A common factor in most families is a concern for the wellbeing of its members. Where concern is not an apparent factor, forgiveness, fresh starts, recognition of human frailties, and love, can assist bonds and/or bring about new commitment. DCPC believes that family is the best reunification strategy.

Housing: As previously noted, residents at The Fairview stay for a relatively short period; between two and six months. During this period residents are encouraged to find alternative housing. However, it is noted that finding housing, post-incarceration, is very problematic.

Job Readiness: Fairview offers employment training and life skills classes to residents. The Fairview Social Service Coordinator works closely with the Department of Employment Services, Office of Returning Citizens Affairs, DC Central Kitchen, New Course Catering, the University of the District of Columbia, and other stakeholders to assist women to find gainful employment. The facility boasts a higher than 70 percent success rate in this area.

These competencies are reflected in the chart below. They are also identified in the Mentor Log and recommended as focal points of discussions.

Data Capture

Competency	Log	Survey	Program Training	The Fairview Statistics	NOTES
Decision Making	X	X	X		Add Presentation slide
Coping	X	X	X		Workshop
Moral Conduct				X	No Infractions
Social Skills/Prosocial Skills	x	x	X		Workshop
Healthy Relationship Focus	x	x	X		1 on 1 discussions
Family Relations	x	x	X		1 on 1 discussions
Housing and Stability	x	x	X	X	Workshop
Job Readiness	x	x	X	x	Workshop
Finance & Budget	x	x	X		Workshop/Handouts
Personal Skills	x	x	X		1 on 1 discussions
Bad habits	x	x	X		1 on 1 discussions

Data Capture

Competency	Log	Survey	Program Training	The Fairview Statistics	NOTES
Negative Behaviors	x	x	X		Workshops/Handouts
Self-Esteem/Positive Image	x	x	X		Workshops/Handouts
Hope for Future	x	x	X		Workshops/Handouts
Caring Attitudes	x	x	X		Workshops/Handouts
Commitment	x	x	X	x	Workshops/Handouts
Teachable	x	x	X	x	Workshops/Handouts

Mentor Log

Name

Mentee
Name:

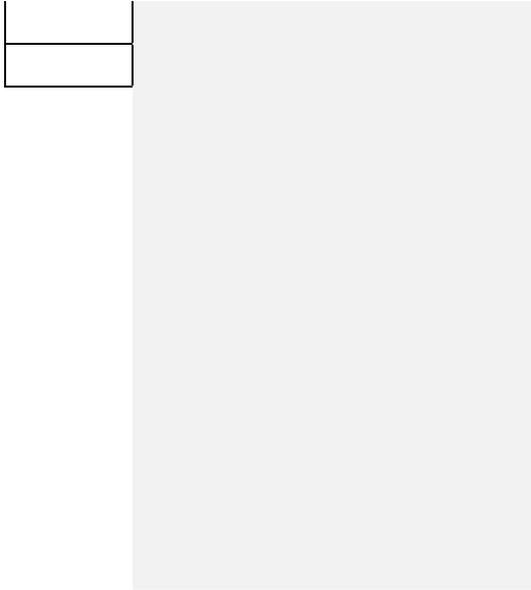
Log

Date:

Mentee and write your field notes about your session. Use verbs to describe your session, indicating what went well and what did not. Noting any adjustments that are required. Please provide these recommendations to the Mentor Coordinator.

Instruction: Please check the competency that you discussed or observed with your

Check	Competency	What was your role, what did you observe, what did you recommend?
	<i>Decision Making</i>	
	<i>Coping</i>	
	<i>Moral Conduct</i>	
	<i>Social Skills/Prosocial Skills</i>	
	<i>Healthy Relationship Focus</i>	
	<i>Family Relations</i>	
	<i>Housing and Stability</i>	
	<i>Job Readiness</i>	
	<i>Finance & Budget</i>	
	<i>Personal Skills</i>	
	<i>Bad habits</i>	What were the goals established?
	<i>Negative Behaviors</i>	
	<i>Self-Esteem/Positive Image</i>	
	<i>Hope for Future</i>	
	<i>Caring Attitudes</i>	
	<i>Commitment</i>	What did the mentee commit to?
	<i>Teachable</i>	



What was the Results?

DC Project Connect - Do Not Reproduce

DCPC PILOT MENTOR MEETINGS

The DCPC Steering Committee has put in a lot of preparation time to make this a well-structured and positive learning experience for you. Similarly, you are expected to make time and commit regularly with your mentee (at least once a week outside of regularly scheduled meetings). With the exception of three controlled meetings at The Fairview discussed below, Mentors can contact Mentees via telephone, email, text or other media.!

Orientation: The orientation meeting is designed to 1) distribute training guide; 2) address any open questions; 3) distribute tips and tools; and 4) provide overview of mentor logs.

Kick-Off Meeting: During the kick-off meeting, mentors should share their enthusiasm about the mentorship program, share personal experiences, goals, and career interests. Mentors should act first, but be sure to ask their mentee the same questions. Mentors will be encouraged to develop specific action items with your mentee.

Mentors should be sensitive to information that your mentee may share. Your discussions and interaction is essentially confidential (with exception noted in this training document). Remember that you can always contact the Mentor Coordinator and/or The Fairview staff to acquire assistance or get constructive information to better assist your mentee.

Mid-Term Meeting: We will hold a mid-term session at The Fairview. We recommend you set up a time to evaluate your mentee's progress since your initial meeting and assess her overall transition, as well as her potential/actual strides to identifying and obtaining personal goals. This is a special meeting because it will offer face-to-face communication and the nuances that can't be seen or assessed via electronic contact. Mentors can also provide feedback on matters previously discussed, as well as possible suggestions to further assist your mentee.

Pilot Closure: Mentors have probably served as a sounding board, resource, and support for their Mentees. The end of the pilot program provides an opportunity for the Mentor to assess the Mentee's transition progress. Without being judgmental, the Mentor should evaluate how successful the Mentee has been in reaching expressed goals and objectives? .

The Mentor will also be asked to provide feedback to DCPC, and the Mentor Coordinator on pilot dynamics and how well the relationship worked for them. A personal exit interview will be conducted with DCPC staff and mentor logs will be discussed during this exit briefing.

SECTION 5: WORKING WITH RETURNED CITIZENS

As previously mentioned, Mentors should be aware that returned citizens have been through life-changing ordeals while incarcerated and matters like trust, direction, and family and community reunification may take years to achieve. DCPC contends that individuals will be more effective Mentors if they know more about the ex-offender community as a whole; however, Mentors should be cognizant of the specific needs of the mentee in their relationship. In addition, ethical considerations are always important. This section is dedicated to looking at some of the characteristics of returned citizens, as well as factor to develop trust in Mentor/Mentee relationships.

CHARACTERISTICS OF DC EX-OFFENDERS

According to research, every ex-offender has issues. With regard to our returned citizens, CSOSA estimates that 70 percent of DC ex-offenders were found to have substance abuse histories; and many have ongoing or addressed mental health illnesses or medical complications. In addition, CSOSA data suggests that (1) when family is not an option many returned citizens have problems finding shelter. The following characteristics were noted of 2014 returning citizens by the CSOSA, Office of Legislative, and Intergovernmental Affairs:

Race	Percent (%)	Education_Level	Percent (%)
African American	90.2%	Less than HS	34.4%
Caucasian	4.3%	HS Diploma/GED	43.3%
Hispanic	4.3%	Post Secondary	18.1%
All Other	1.2%	Unknown	4.3%

Gender	Percent (%)	Average Age:
Male:	84.6%	38 years
Female	15.4%	

CSOSA (2014) data also provided the following statistics associated with DC ex-offenders:

- Mental Health: Ten percent of CSOSA supervised returning citizens self reported that they had been diagnosed with having a mental health disorder, were in a mental health treatment program, or were taking medications to treat a mental health disorder or had been hospitalized as a result of a mental health disorder. An additional 25% of this population reported having experienced mental health concerns (e.g. anxiety, depression), but were never formerly diagnosed.
- Drug Use: Of the returned citizens that were tested in Fiscal Year 2014, fifty-six percent (56%) tested positive for illicit drugs at least once during the year.
- Employment: Sixty-two percent (62%) of the supervised population were deemed employable; however, of those only forty-eight percent (48%) were employed.
- Housing: Finding stable housing after incarceration is particularly challenging. CSOSA reported that almost 20% of reentrants (parole and supervised release) who began supervision in FY 2014 did not have stable housing at the start of their supervision. Of these, roughly 85% lodged in homeless shelters.
- Children: Sixty-four percent (64%) of returning citizens had children. Nearly one out five of these individuals identified themselves as the primary caretaker of dependent children.

THE SELECTION, PAIRING, & MATCHING PROCESSES

Mentors come from various segments of the DC community. Evidence based practice informs us that returning citizens can achieve success when they are supported on both, a formal and informal basis. DCPC posits that through egalitarian relationships mentors can assist in facilitating a mentee's growth and development. Under the care and guidance from a mentor, the mentee may assume greater ownership and decide what factors constitute the best direction and decisions for her life. DCPC believes that it is critical that mentees develop enhanced problem-solving skills that can be applied on a day-to-day basis.

Matching Criterion: Based upon mentee needs, the matching process will utilize the following selection criteria, conducted by the Mentor Coordinator via approval from the DCPC Working Group.

Selection Process:

- ☞ Application Reviewed
- ☞ Similarities, Considerations, Hobbies, Career, Background, matched with mentee;

- ☞ Familiarity with using web-based tools;
- ☞ Responses to questions (see questionnaire); and
- ☞ Other Dynamics

CONFIDENTIALITY MENTOR TRUST BUILDING TECHNIQUES

Volunteers should recognize that they were, in-part, selected because they have the interpersonal skills to interact with persons from diverse backgrounds and one key goal is to foster some measure of trust.

- **Create a Safe Space:** A mentoring relationship should offer a safe place where emotions are a part of the relationship. This relationship should be founded on truth and honesty; it must be a safe relationship.
- **Treat the Relationship as Voluntary:** The mentor or life coach should not represent one's self in a manner that suggests obligatory interaction. Some returning citizens need time to adjust to post-incarceration.
- **Do not Attempt to Control the Mentee:** The mentor or life coach must understand that the returning citizens must already report to a parole or probation official. They are also required to submit to drug testing, and other factors mandated in their release.
- **Do not get involved with mentee personal matters** or: (1) sign legal documents for or on behalf of the mentee; (2) give or lend money to the mentee; or (3) become romantically involved.
- **Be Genuine:** The returned citizen may feel like the mentor or life coach doesn't understand them and/or is nothing like them. DCPC recommends that mentors be their genuine selves as much as possible.

Mentoring is not a popularity contest and the integrity of your interaction is needed to assist with transition outside prison walls.

- **Non-Judgmental:** Mentors should be nonjudgmental and resist personal biases and unnecessary scrutiny. The last thing a former inmate need is to feel as though their actions



are not up to par and/or even worse that information may be reported back to parole or probation officials.

- **Complete all Training:** All mentors will be expected to enroll and complete mentor training.

SECTION 6: COMMUNICATION SKILLS

Serving as a mentor is both rewarding and challenging. However, the Labor Department's Guide for Prisoner Reentry Programs cautions that it may be difficult for Mentors to develop a positive and supportive relationship with an individual who has only recently been released from prison. If shared, the experiences endured while incarcerated may be a real eye-opener for mentors; however, this level of candid discussion may only be conveyed when sufficient levels of trust have been developed in the Mentor/Mentee relationship. Developing such relationships may depend on the Mentor's ability to communicate and emote effectively with their Mentee. This section will provide insights into developing effective communication. .

As noted, research on mentoring suggests that developing positive and effective relationships do not happen automatically. Newly returned citizens have many challenges and needs that both involve and fall outside of the reentry services by The Fairview. As such, each mentor should be flexible and practice some of the listening skills and talking points noted below with their mentees. DCPC also has provided some observations for effective Mentor/Mentee dynamics, as well as techniques for more effective overall communications.

At a very basic but real level, DCPC believes that the mentor should serve as a source of information and complement the formal sources of support that are in place to guide her transition. However, sometimes how something is stated is as important, if not more important than what is actually being communicated. Please consider the following talking points and listening skills:

LISTENING SKILLS & TALKING POINTS

BE SURE TO	Refrain from
Clarify and establish what goals you will be working on during the Mentoring Program	☒ Set unrealistic goals that are difficult to achieve
Decide where meetings or will be held and allow for sufficient time	☒ Hold meetings where distractions are likely
Listen actively and mirror your understanding by repeating what your mentor has said	☒ Interrupt except to clarify points or statements
Keep the tone positive and emphasize your intention to be supportive	☒ Evaluate, pre-judge or cast blame
Ask questions to gain more information and ensure understanding	☒ Be afraid to ask clarifying questions if the conversation is confusing or losing direction
Create action items to be achieved by each meeting that support desired outcomes	☒ Create unrealistic action items that you know you won't complete
Review action items and evaluate what worked and what didn't	☒ Forget to follow-up on the action item(s) your mentor committed to
Be willing to give and receive positive and negative feedback	☒ Be vague and inconsistent with giving feedback
Build on past achievements and give encouragement and praise	☒ Avoid asking what can be learned from past mistakes to problem solve obstacles
Challenge what is being said and ask how it is relevant to established goals	☒ Miss opportunities to pinpoint achievable goals
Enjoy watching your mentor achieve great things!	☒ Be condescending as an all-knowing expert.

EFFECTIVE MENTORS AND MENTEES DYNAMICS

Effective Mentor	Receptive Mentee	Notes
Encourages Ideas and Stretch Goals	Teachable	
Challenges the mentee to learn and step outside of her comfort zone	Open and receptive to feedback & coaching	
Suggests skills training and other resources to augment the mentees' abilities	Takes responsibility for her own growth and development and follows through on commitments to self and others	
Serve as an information resource	Keeps commitments Monitors self-development and growth and negotiates when it is time to focus on new goals or terminate the relationship	

ONE-ON-ONE MENTORING

One on One	A mentor, typically a successful and seasoned professional, works with a mentee (or protégé), usually less experienced, to grow and advance the mentee's	The focus of traditional mentoring is the overall development of the mentee The mentor shares his/her experiences and
-------------------	--	--

career and social networks

feedback with the mentee regarding technical knowledge, organizational relationships, and tips for success.

By passing on lessons learned, the mentor can give back to the organization and the mentee can further his/her professional development

TECHNIQUES FOR MORE EFFECTIVE COMMUNICATIONS

NON-DIRECTIVE APPROACH

There are numerous strategies that a mentor can use to more effectively communicate with her mentee. One method that has proven to be especially effective redirects interaction to the mentee, thereby and she will responsible for identifying her own conflicts, clarify her own feelings, and ultimately determine her own values. This non-directive approach asks mentors to refrain from offering directive/controlling advice or opinions so that the mentee will assume an equal or even leading role in the relationship. One of the key values to this strategy is that the mentee is given the freedom to self-expression without being judged.

OPEN QUESTIONS

To the extent possible, the mentor should also refrain from discussion that may be perceived as an interrogation. Likewise, too many questions and questions that can illicit “yes” or “no” response will likely not foster further communication. As a general rule, the mentor should ask open ended questions that deliberately require longer answers.

As a note, open questions allow the mentee to express themselves. One word responses should be reserved for true/false inquires, and/or matter of fact (and one direction) discussion. Open questions have the following characteristics: (1) they ask the respondent to think and reflect; (2) they allow the respondent to offer their feelings and opinion; and (3) they hand control of the conversation to the respondent. Examples:

- What did you do over the weekend?
- How did you learn to concentrate so well?
- What matters concern you?
- Why is that so important to you?
- What are your plans for Tuesday?

As a general rule, you want to find out more about a person; including their plans, desires, challenges, etc. In addition, you want the mentee to realize the limitations of bad ideas and the limitless possibilities associated with positive thoughts and actions. You also want the mentee to realize that you care about them. As such, you want them to feel good about spending time with you and asking about their health and overall well being. One measure of real success will be when your mentee begins to ask you questions.

PARAPHRASE

Another technique that mentors can employ is paraphrasing, or restating your mentee’s ideas using both her specific words as well as your own. Paraphrasing allows for clarification of spoken words, understanding of the mentee, as well as the seeds for further conversation.

PROBLEM SOLVING SKILLS

Having good problem solving skills can make a huge difference in a mentee's successful transition. Problems are at the center of what many people experience every day. Supporting those who need to address problems can be a daunting and complex task. Much of what mentee's face might be a matter of confidence. Research notes that being a confident problem solver is an important component to success. As such, confidence comes from having a process to use when approaching a problem. Without having a process, ineffective solutions may evolve. Four basic steps to solving a problem:

- Define the problem
- Generate alternatives
- Evaluate and selecting alternatives
- Implementing solutions

A key to good problem solving is to ensure that you address the real issue, as opposed to the symptoms. Reduce the problem to determining the root cause, how it effects the individual, implications for future interventions, layers of complexities, etc. The problem might also be addressed through more training or addressing matters directly (versus indirectly) or talking through issues. In general research address problems as follows:

1. Focus on the solution rather than the problem: Fine tune the specific problem so you are not distracted but insignificant matters. Focus on solutions rather than the problem. Allow yourself to not think about what went wrong or whose fault it is. Solutions arise from your confidence and mastery of all matters.
2. Keep an open mind: Try to keep an open mind and consider all possibilities. Boost creative thinking. Few solutions are bad, but write down some ideas. Brainstorm with a trusted friend and then seek persons who may have some expertise about the matter.

3. View Mentee challenges in a neutral manner: When challenges will not render the mentee too vulnerable, get feedback from others. Ask for possible solutions. Approach challenges objectively, as opposed to them being personal problems.
4. Change your perspective: Try to change your approach and find different ways to look at matters. Consider the end goals and/or even consider different objectives. Look for a solution that starts with the end and work backwards.
5. Use techniques that create possibilities: Avoid closed or negative language. Instead employ creative approaches to achieving tasks, including allowing for secondary or alternative considerations and/or possibilities.
6. Simplify matters: Remove the details and reduce the matter to the essential or basics.

DCPC THUMBNAIL GUIDANCE FOR MENTOR COMMUNICATIONS

We suggest the following steps:

1. Build rapport.
2. Set clear expectations about the relationship and encourage communication, as well as, mentee feedback.
3. Be authentic and candid.
4. Focus on the strengths of your mentee, as well as thoughts, attitudes, and behaviors (not personality).
5. Ask questions and provide regular supportive, non-judgmental feedback.
6. Make sure that the feedback you are providing is meeting the specific needs of the mentee. Ask: "Was this feedback helpful? In what ways?"
7. Encourage both practical as well as, out-of-the-box solutions to challenges. Consider "time factors," as well as short and long consequences when discussing options.

8. Make constructive comments.

DC Project Connect - Do Not Reproduce

SECTION 7: FACILITATING THE MENTORING PILOT PROGRAM

TOOL 1: "ICEBREAKER" ACTIVITIES

This activity was suggested by Lisa Rasor, former director of volunteer training at Headquarters Counseling Center, in Lawrence, KS. ^{viii}

FORCED CHOICE EXERCISE(S)

In this exercise, the facilitator puts signs in three different parts of the room. The facilitator will ask the mentors and protégés if they would consider themselves a listener, a talker or a doer. Those are the only three choices, so it's a forced choice--you have to choose one of those areas.

Another possible question is: "Do you consider yourself adventurous, creative or idealistic?" Sometimes, people might say, "Well, I can be any of those." But they still have to choose just one possibility.

And so the groups that gather in those different areas will talk about why they chose that area, why they chose adventurous over idealistic. And then, they will just get to know each other that way with that forced choice, and find some things in common. Then, do a few more sets of those, different sets of forced choices.

Additional forced choice questions include:

- Do you consider yourself compassionate, just, or philosophical?
- Are you a realist, an optimist, or a dreamer?
- Are you punctual, serious, or spontaneous?

ROLE PLAY EXERCISE(S)

The training program will establish time for role play exercises to provide perspective mentors with the opportunity to assume their roles and act based upon various narratives. Role play affords individuals a glimpse into their own decision making skills and observe those of others. Role playing has become a very valuable instructional tool in both teaching, as well as learning.

GROUP MEETINGS

During group mentoring discussions, participants can share information on a pre-selected topic based on individual experiences and expertise in a small, group discussion format. Each discussion is led by a facilitator (usually one of the mentor participants) with the support of a facilitator or Subject Matter Expert (SME). Group discussion allows knowledge sharing for the participants.

APPENDIX A

TERMINATION OF THE MENTOR/MENTEE RELATIONSHIP

A DCPC coordinator will periodically check on your progress and be available to answer questions. As previously mentioned the mentor-mentee relationship might end prematurely (before the assigned three month period) because the mentee can lose interest in participation or she might just be overwhelmed with the challenges of reentry into her (Washington DC) community. Strategies to remedy the premature end of a mentee-mentorship relationship involve a complex web of trust factors. Regardless of the termination point or factors, the mentor should be reminded that most relationships have a beginning and an ending. DCPC advises mentors not to feel frustrated or feels non-effective when a mentee drop-out or withdraws from the interaction.

- When (or if) withdrawal, disappearance, or hostility toward the mentor becomes evident, a meeting should be requested with the DCPC coordinator. The mentor should recognize that his/her participation in the program is a worthy act of compassion, and their assistance in and of itself is an accomplishment. The DCPC coordinator will discuss the mentor-mentee relationship and review all pertinent material, including the mentor's notes. Accomplishments, as well as concerns noted by the mentor, will be assessed, and a decision will be made whether mentors duties should be formally concluded.

APPENDIX B

PROGRAM EVALUATION

DC Project Connect will use a variety of factors to evaluate the effectiveness of the mentorship program. One invaluable component will be the feedback provided by the mentors. As such, DCPC requests that mentors keep notes of their interaction with their partners. Information gathered should include the date, time, place and description of activity; whether the contact was made via the telephone or through in-person visitation. The mentor should also document any problems or concerns, as well as significant events, e.g. finding a job, identifying housing, family visits or community interaction.

APPENDIX C

EVALUATION FORM

This is a form that will help mentors and protégés evaluate how effective the program and their relationship are.

Session Presenter / Facilitator:

Date:

What were your objectives in this mentor pilot program?

On a scale of 1 - 5, with 5 being the most useful, how were your objectives met?

1 2 3 4 5

On a scale of 1 - 5, with 5 being excellent, how cohesive and trusting was your relationship with your mentee?

1 2 3 4 5

What did you like most about the mentor pilot program?

What did you like least about the mentor pilot program?

What would you change about the mentor pilot program?

DC Project Connect - Do Not Reproduce

APPENDIX D

MENTOR PILOT PROGRAM SESSIONS

- ✓ Welcome letter or email text
- ✓ Date, location, directions and any other details relevant to the kick-off meeting
- ✓ Kick-off agenda, including any read-ahead materials and required preparation on the part of participants, for example:
 - **Participant roster** to include background and contact information on program participants
 - **Program overview** (e.g., to include program objectives, participation expectations, presentation guidelines)
 - **Information about DC Returned Citizens**
 - **Information Concerning Mentor/Mentee Dynamics**
 - **Communications Skills**
 - **Mentor Pilot Program Evaluation**
- ✓ Tips for creating an effective mentoring and coaching relationship
- ✓ Conduct program kick-off meeting. The first meeting sets the tone for the remainder of the program.
- ✓ Present an overview of the mentoring program as a whole to establish the objectives, central concepts to mentoring, and meeting ground rules
- ✓ Conduct an icebreaker activity
- ✓ Icebreaker Ideas: Speeding mentoring exercise, bingo board
- ✓ Disseminate mentoring articles and resources

- ✓ Discuss tools for building mentoring relationships (e.g., Mentoring Agreement, roles and responsibilities, tips for getting to know your mentor) or conduct a facilitated exercise
- ✓ Make name tags for all participants and leadership team members attending
- ✓ Prepare for and conduct program meetings.
- ✓ Solidify format and topic/speaker prior to each meeting
- ✓ Secure logistics/space, guest speakers, and refreshments
 - Communications to include reminders, guidance for any learning assignments or preparation required on the part of participants, meeting agenda, guest speakers, and meeting location/directions/contact information
 - Prepare program metrics and evaluation
 - Wrap-up program. Conduct mentoring cohort graduation. Consider the following tips for recognizing program participants and volunteers:

DCPC MENTORSHIP PROJECTED OUTCOMES & EVIDENCE BASED METRICS

Create a Replicable Program Model: During our initial pilot, DCPC will use evidenced-based practices (EBP) to monitor how and if at all, a nonjudgmental, and purposeful partnership with mentors from the DC community can encourage returning citizens to make better choices. This support and guidance should ease these women's transition back into the ever changing Washington DC landscape. In short, DC Project Connect fosters the following initiatives:

1. **Encourage participation in the DCPC Mentoring Program:** Participation in the mentoring program will be voluntary. DCPC will consult with The Fairview case managers to obtain a proposed roster of eligible mentees. The Steering Committee working group will oversee the mentor pilot and program development and ensure proper metrics are obtained to assess the programs' effectiveness.
2. **Recruit Community Partners As Mentors:** Partner with local businesses, churches, and community groups to identify qualified professionals to mentor women who have returned from the Bureau of Prisons and Department of Corrections prison facilities. DCPC mentors may provide a critical support for returning citizens to make their first step towards independence and social adjustment. These mentors may be some of the first non-criminal justice system persons that former inmates will engage. Mentors will provide an alternative, nonjudgmental voice of support for returning citizens to facilitate discussions related to goals, challenges, and strategies for successful transition and stabilization.
3. **Establish Relationships of Trust and Confidentiality:** The confidentiality policy will establish boundaries, responsibilities, rules, and reporting requirements. This policy will be reviewed and endorsed by The Fairview staff.

4. **Decrease in Disciplinary Violations/Writeups:** It is hoped that mentoring will deter violations through the establishment of positive relationships.
5. **Decrease in New Crime:** During the pairing and hopefully thereafter, no new crimes will be committed by the mentee.
6. **Family Reintegration:** DCPC believes that family is key factor to successful reentry; as such, mentors will be encouraged to promote family reintegration through discussions with the mentee.
7. **Discourage Recidivism:** DCPC ultimately hopes that the mentorship program will discourage recidivism.
8. **Other Evidence Based Outcomes:**
 - (a) Employment
 - (b) Housing
 - (c) Educational and/or Training Initiatives (e.g. Literacy and GED programs, training certificate)
 - (d) Negative drug tests
 - (e) Ongoing Treatment for alcohol or substance issues
 - (f) Ongoing compliance with reporting requirements
 - (g) Positive feedback from The Fairview staff and/or Probation/Parole Officials
 - (h) Early termination from probation

Mentee expressions of confidence, independence, health, and/or growth

[Note: DCPC recognizes that mass incarceration affects families and communities throughout the Washington Metropolitan area. With incarceration statistics that rival and perhaps exceed other urban areas, businesses and government organizations should recognize the significance of supporting members of the community who may be members of their own workforce. To engage public,

private sector, and faith-based institutions, DCPC will be reaching out to entities to find life coaches and mentors to assist returning citizens.]

SUCCESS FACTORS

- Successful Recruitment of Caring Professional Mentors
- Orient and Train Mentors for Pairing with Fairview Participants
- Monitor and Cultivate Pairings with Adequate Resources
- Full-term Pairing without Recidivism (duration of pairings will vary)
- Mentee and Mentor Logs, Feedback, etc. available for evaluation
- The Pilot Mentor Program will formerly be Terminated via Closure Interviews and Awards Ceremony

APPENDIX E

CONTRIBUTORS & STEERING COMMITTEE

DCPC Program Managers

Mr. Geoffrey, Johnson, MPA, GRS (DC Project Connect [DCPC], Executive Director)

Mrs. Avon Hart-Johnson, PhD, HS-BCP, GRS (DC PC President)

Steering Committee

Mentoring Program Director: Mr. Geoffrey Johnson (DC PC)

Mentoring Program Advisor: Dr. Hart-Johnson (DCPC)

The Fairview Executive Director: Mr. Joseph Penca (Reynolds & Associates, Inc. [The Fairview])

Mentoring Volunteer Coordinator: Dr. Vernelle Brown, Life Coach (Mentor Program Coordinator)

Mentoring Program Advisor: Ms. Jacqueline Coates, Case Manager, Reynolds & Associates (The Fairview)

Mentoring Program Advisor: Ms. Tracy M. Banks, Administrative Assistant, Reynolds & Associates (The Fairview)

Mentoring Program Advisor: Reverend Cheryl Mercer, Community Relations Board, Chair, (The Fairview)

Corporate Sponsor Mentor Program Advisor: Ms. Casandra Allen, MBA, Human Resource Specialist (PEPCO)

Proposed Mentor Working Group

Dr. Avon Hart-Johnson, Program Manager, DCPC

Ms. Tracy M. Banks, R&A, The Fairview

Ms. Casandra Allen, MBA, SPHR, PEPCO

Ms. Coates, Case Manager, R & A, The Fairview

Mr. Geoffrey Johnson, Program Manager, DCPC

Dr. Vernelle Brown, Mentor Coordinator in Association with DCPC

DC Project Connect - Do Not Reproduce

APPENDIX F

SOURCE MATERIAL

This mentoring guide is a synthesis of the following Mentoring Models, Toolkits, Evidence Based Practices, and Mentoring Best Practices:

Sources

Bruce, M. and Bridgeland, J. (2014). A report for MENTOR: The National Mentoring Partnership. By Civic Enterprises in association with Hart Research Associates

Geither, G. (2012) Mentoring4Success: Mentoring Adult Offenders in Kansas.

NOVA SHRM And Dulles SHRM (2012). Establishing a Mentoring Program in your Local SHRM Chapter.

Shilton, M., Mericle, A, Rexroat, J. Taxman, F. (2010). What Works in Residential Reentry Centers.

U .S. Department of Labor (2007). Developed and Written by Renata Cobbs Fletcher, Public/Private Ventures under a grant funded by the U.S. Department of Labor. Mentoring Ex-Prisoners: U.S. Department of Labor Developed and Written by Renata Cobbs Fletcher, Public/Private Ventures under a grant funded by the U.S. Department of Labor November 2007, A Guide for Prisoner Reentry Programs.

ⁱ U.S. Department of Labor (2007). Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs

ⁱⁱ Ibid

ⁱⁱⁱ Brown, M. and Ross, B. (2010). Assisting and supporting women released from prison.

^{iv} R.K. Warren, Evidence based practice to reduce recidivism: Implications for state judiciaries: U.S. Department of Justice. <http://static.nicic.gov/Library/023358.pdf>

^v *The Council of State Governments Justice Center Le'Ann Duran, Martha Plotkin, Phoebe Potter, Henry Rosen (2013). Integrated Reentry and Employment Strategies. Reducing recidivism and promoting job readiness.*

^{vi} Zentis, N. (2008). HR Talent Pro Keys to Successful Mentoring (slide share) Retrieved from <http://www.slideshare.net/nancyreh/developing-high-potentialspresentation-presentation>

^{vii} R.K. Warren, Evidence based practice to reduce recidivism: Implications for state judiciaries: U.S. Department of Justice. <http://static.nicic.gov/Library/023358.pdf>

^{viii} *ibid*