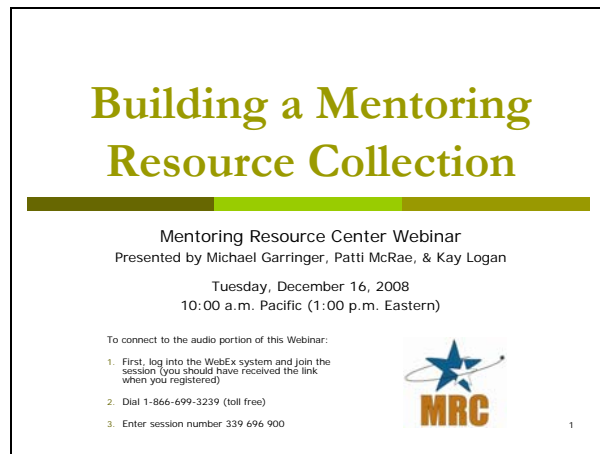


Building a Mentoring Resource Collection

Web Seminar Transcript

Presenters: Michael Garringer, Patti MacRae, & Kay Logan, Mentoring Resource Center

This event was held February 11, 2009. A recording of the presentation, along with slides, handouts, and other readings, can be found here: <http://www.edmentoring.org/seminar9.html>.




Building a Mentoring Resource Collection

Mentoring Resource Center Webinar
Presented by Michael Garringer, Patti MacRae, & Kay Logan
Tuesday, December 16, 2008
10:00 a.m. Pacific (1:00 p.m. Eastern)

To connect to the audio portion of this Webinar:

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Garringer: Okay. Everybody, it looks like it's the top of the hour here, so let's go ahead and get started with our Webinar today. I am Mike Garringer at the Mentoring Resource Center, and I'm joined here today by my colleagues, Patti MacRae and Kay Logan, who are going to be sharing some really wonderful resources with you a little bit later in the presentation. It looks like we've got about a dozen programs joining us so far today, about a dozen folks from around the country, so welcome everyone who is logged in. We have a lot of information for you today. I think we kind of went overboard in preparing content for this. But I think you're going to get a lot out of it and learn a lot about some resources that can help you get your program, take it to the next level.



Greetings from Portland, OR!



Patti MacRae



Michael Garringer



Kay Logan

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We also have a handout today that we haven't sent you yet. We're going to be sending that out immediately after the presentation today, and we'll be showing it a few times throughout the discussion

here. So that's got a lot of extra resources, a lot of extra content. We're going to kind of quickly go through a lot of things today, so please see that handout for a lot more information about everything that we're going to be covering.

The Basics of Building a Resource Collection

- A collection of materials can have a powerful, positive impact on your program
- Today we will be discussing:
 - Resources for program and staff development
 - Resources for working with youth

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So now that that's out of the way, let's go ahead and get started with the basics of building a resource collection. When I first start in the mentoring field I actually came out of a library background, and my first job here was to build collections of print and electronic resources that could help local programs more effectively plan, implement, evaluate, and improve their services. And over the years, I have really seen the powerful impact that access to the right resource can have on a program.

Your staff, your mentors, your parents, teachers, even mentees all need information that will help them understand mentoring and how it impacts them. Your programs need research and best practices, mentors need relationship tools and so on. As good as our mentoring collection is here at the MRC, at some point I started encouraging local programs to build their own resource collections and create a permanent repository of information that can support their day-to-day operations and their volunteers, and that's really why we're doing this presentation today is to help you create a local resource that really works for you and you staff.

We're going to talk about a lot of specific book recommendations that we have today. But before we get to that, I want to just cover some basics about how I would go about setting up a resource collection at a local program. I've had people ask me, "why would I want to have my own little local collection of resources?"

Why Have a Resource Collection?

- Staff development and program decision making
- Information for mentors, teachers, and other stakeholders
- Resources that interest youth or provide fun, meaningful activities

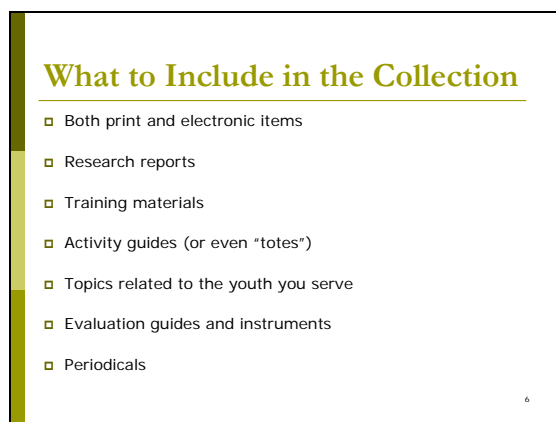


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Well in my opinion a good mentoring program runs on passion and ideas, and obviously your volunteers, your staff, your kids, they're all bringing passion to the program. But a resource collection can really help you bring the ideas that are what your program is all about.

Your staff needs access to research and best practices. Mentoring program staff wear a lot of the different hats, and so I think it's important to have information at your fingertips. Other adults—your mentors, teachers, principals—they may have a big heart for your work, but they may need additional information that helps them understand why your program is doing what it's doing and help them understand the basics of mentoring, and even your youth population.

I know a lot of programs that work with their school librarian to create a selection of juvenile or young adult fiction that has mentoring themes, and so those types of books can really help frame the mentoring relationship for a young person. So there's a lot of compelling reasons to build a small collection at your local site.



What should be included in that collection? I just mentioned young adult fiction, but there are other materials that I would make sure I had in my local collection, such as both print and electronic items. You may find that you want to have movies or software or games or CDs, things like research reports. Those can be invaluable in training, in orienting your new staff, defending your program model, and keeping up to date what's going on in the field.

Training materials, activity guides, you know, programs really differ whether their matches are really free form or whether they're highly structured around activities. But I've always felt that even the most free-form relationship need some activities that they can do together. So you might find books that offer a selection of those. We're going to be talking about some great ones later today.

You see the tote concept here on the slide. That actually comes from the last Webinar we did on peer mentoring. We had a woman from a program in New York who—they actually have these—literally they're Rubbermaid totes full of all the instructions and materials that a mentoring pair would need to do an activity, and they were fun things like building a little catapult or a mouse trap-type thing. So those might even be things that you would want to have cataloged in your collection.

You may also want resources related to the youth you serve. If you're serving a special population of kids or if your program has an essential focus, such as, say, bullying prevention or substance abuse prevention, you might want literature on those topics around. Evaluation guides and instruments, I've always said that you probably can't work effectively with your program evaluator if you don't have a good understanding of the basics of evaluation. So we'll be talking about some of those resources today. And periodicals; we're going to talk about several that can help you keep in the loop on funding and new resources and other developments in the youth mentoring field.

Building the Collection

- Work with your school (or public) librarian
see the MRC Fact Sheet on libraries at:
<http://www.edmentoring.org/pubs/factsheet25.pdf>
- Determine how you will manage the collection:
 - where will it be located?
 - who will staff it?
 - who can use it? how and when?
 - how will it be organized?

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So if you've decided to build a collection, here is my advice on how to begin doing that. First, work with your librarian if possible. They can help house the collection. They can help you with the cataloging and ordering of materials. They can recommend specific books. And they might even be able to manage the circulation and maintenance of the collection for you.

We did a fact sheet a few months ago on partnering with your school librarian, and you'll see a link to it there on the slide. So if you're looking for tips on how to work effectively with your school librarian that would be the place to start. For those of you who are not located in public schools, use your local public libraries in the same way. The reference staff there can help you find resources and research. They can get you items that you'd like to preview through interlibrary loan services. And the children or young adult librarian and can recommend books that have mentoring themes.

So regardless of who you're working with in some of these decisions, there are several questions that you need to answer, such as where it will be located and who will staff it and so forth. So make sure that you think through all of these things before you start spending money on resources.

I just want to take a second to welcome those of you who just joined the call. We're just a few minutes into the presentation and just going over a few of the basics of building a resource collection. And just to let you, those who joined us know, we're keeping everyone's phone muted until the end when we'll open it up for questions and answers.

Organizing and Managing the Collection

- Consider inexpensive options as you start (Excel spreadsheet, etc.)
- Common features of library automation software:
 - Cataloging (especially auto importing data)
 - Circulation/holds/overdue items
 - Web interface (usually for patrons)
 - Stats/reporting
 - Label generation
 - Patron reviews/recommendations of other books

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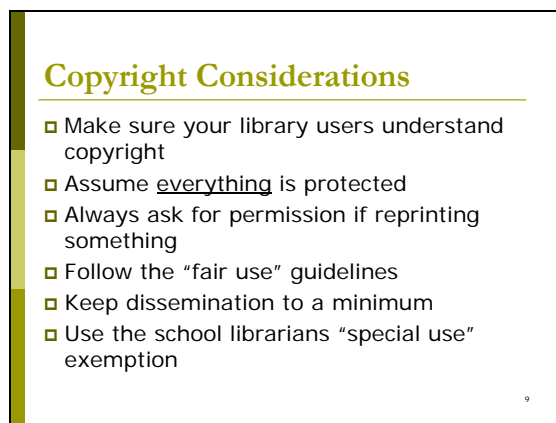
So organizing and managing the collection. If it's going to be of any size at all, you're going to want for it to be searchable. And you might want to consider... obviously you'll going to need some kind of cataloging system. But you might want to consider a software option.

And on the handout here, I have put together a listing of some of the more common library software packages out there. You can see there are a couple of pages of these that you can peruse. There's many, many, many, many of these packages out there. Some of them are very expensive. Some of them are very cheap. I tried to include free or inexpensive ones here. So those can be helpful to you.

If you are going to buy a piece of software to handle cataloging and searching your selection, I would ask questions such as what are the tech requirements. Does it run on a single machine? Can it be networked? Is there a web interface for it? What is going to work best for your clients and your staff? I'd also ask what types of materials it can catalog.

Some of these software packages are geared just for movies or just for books, so kind of note the limitations of the software. You're going to want to know, does it import book data such as MARC records or Library of Congress records. A lot of these have that as an automated feature where you just type in a book title or an ISBN number and it imports all the data for you. That can save you time. But it can also be kind of a hassle if you want to catalog things a little bit differently.

How does it handle checkouts and returns? Are you going to be able to track your collection as people borrow the resources? Can it generate things like overdue reports? And is it cost effective? Is it easy to use? Are you getting a lot of benefit for what you're spending? Or would you be better off just literally having a bunch of index cards and doing it the old fashioned way with a paper card catalog or an Excel spreadsheet or something that will work for you program?



Copyright Considerations

- Make sure your library users understand copyright
- Assume everything is protected
- Always ask for permission if reprinting something
- Follow the "fair use" guidelines
- Keep dissemination to a minimum
- Use the school librarians "special use" exemption

One thing I wanted to touch on really quick is copyright considerations. And this has to do with the use of your library, not necessarily the building of it. I see programs all the time that say "hey, we've put together this mentor manual!" and you start looking at their mentor manual, and it's nothing but like photocopied stuff from other sources that they're not giving credit to. Your collection is likely to be used by your staff, your mentors, teachers, others and you're going to want to make sure that everyone understands copyright law and that they can't just be using these materials without consideration to that.

So just really quickly, there's more information about copyright on the handout. But just very quickly, always assume that everything in your collection is copyright protected, even if you've downloaded it off the Internet or had it passed onto you by a friend. I just assume that everything is protected.

Now if I want to use something in one of my books in a handout for mentor training or a manual I'm putting together, always ask for permission. It can be hard to track down that permission sometimes, but it is always worth the effort. If you can't get permission from the original author or publisher of something, you can still use bits and pieces of things under the Fair Use guidelines.

Fair Use is a doctrine or copyright law that allows for some limited reproduction of things without explicit permission from the copyright holder. Unfortunately, it's a very mushy doctrine and it's been determined

on literally a case-by-case basis whether something is a fair use or not. But in general, if you're using it for educational purposes and if you're making just a small number of copies of a small number of pages from something you're generally in the clear.

You also might want to check to see if your school librarian can help with that. School librarians or librarians in general have a special exemption that allows them to make many more copies of things like handouts for educational purposes. So work with your school librarian or public librarian to really make sure that as you're using your collection you're within the guidelines of the law.

How to Find Resources

- Key on certain publishers, authors, or organizations.
- Use bibliographies and recommended reading lists
- Peer recommendations
- Listservs and online clearinghouses
- Trade journals and periodicals
- Do the legwork!

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The last thing I want to talk about in terms of building a collection is how you go about finding materials for it. Our users of our library always say, "Wow, you have so many great resources in here. How did you find them all?" And I think the basic advice is you just have to be intellectually curious and be diligent about finding resources, you know. It's just a matter of doing some leg work and probably doing what I liken to the Six Degrees of Kevin Bacon game, which is: what's in the bibliography and the additional reading lists of books I already like. And if I go and look at those books, what books do those recommend and so forth.

And I'd say we come across about 90 percent of the books in the collection by focusing on titles offered by publishers that we like or organizations we like. We have a lot of books from, say, the Search Institute because they put out good stuff. So once you find publishers you like, you know it's a good source.

As I just mentioned, looking at the bibliographies and reading materials... I find a lot of resources by talking to peers and colleagues in the field, so network with people. Ask them if they've read any good books lately. And also paying attention to listservs, online clearinghouses. Obviously our ED Mentoring Forum is a good place to start. We're always putting new resources we come across up there. But there are a lot of other ones out there for the youth development field, and also just trade journals, periodicals.

As you come across things, keep a running list of books you want to check out. Because in the end, I think building a collection is all about figuring out what information your staff and your mentors will need at their fingerprints and just going out and finding it. And only you can determine what you will find useful at your local site.

And the last thing I would say is allocate sufficient funds for the collection. I mean, unfortunately buying these materials costs a little bit of money. So make sure that you think about the budget, the space, the staffing to catalog books, all of that stuff before you start putting it together.

Recommended Resources



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So now that that's out of the way, let's get down to the good stuff, the books, the resources, the things that recommend that you might want to consider adding to your collection. We have put together a list of some of our favorites. The handout has a lot more information about every book we're going to talk about today in the order that we talk about it.

And I'm just going to show you real quick here, starting on Page 2, there's literally a 15-page list of every book that we're going to talk about that has an abstract and a link to where you can either purchase it, download it, or find out more information about each resource. So I really encourage you to take a look at the handout.

There are two main categories of books we're going to be covering today; resources for staff and for program development, and then resources that are for kind of more directly serving young people. So let's go ahead and start with that kind of program piece first.

Basic Texts of the Mentoring Field

- ▣ Handbook of Youth Mentoring
- ▣ Research in Action Series



I think we're going to start with a category that I call "basic texts of the mentoring field," and these are resources that in my opinion represent what one would kind of need to be familiar with to really have a true understanding of youth mentoring, best practices, its history, you know, kind of the basics of running a program.

The first one up is the *Handbook of Youth Mentoring*, which you may be familiar with but perhaps have not read. This is essentially a textbook on the art of mentoring, and it's the best place still to find research, real hard research on what works and doesn't in mentoring. There's sections devoted to developmental and cultural considerations, specific mentoring best practices, working with special populations of youth, policy issue, I mean really A to Z. It's very comprehensive.

You know some people complain that it's a little too dry, a little too academic, but I disagree with that assessment. I think it's time for the mentoring field to really be based on science and based on real information about what works, real research, and this is a great starting point for that.

A little bit more of a mellow starting point on the research is the "Research in Action" series that was done by the National Mentoring Partnership a year or two ago. These are great. There are ten titles in all and on topics such as programming practices, program staffing, peer mentoring, working with children of prisoners, and so forth.

Each of these covers kind of the research base on a particular topic and then provides a tool that helps your program kind of turn that research into an effective program practice at your site. So they're very practical, in addition to kind of being a good source of kind of just research information.

The slide is titled "Basic Texts of the Mentoring Field" in a yellow-green font. It features a list of three items on the right and two book covers on the left. The book covers are for "Making a Difference in Schools" and "Stand By Me".

- Understanding and Facilitating the Mentoring Movement
- P/PV Materials (especially the recent SB reports)
- Stand By Me

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Next up "Understanding and Facilitating the Mentoring Movement" is an excellent article by Jean Rhodes and David Dubois, two of the more prominent researchers in this field. And this article, which you can download for free—there's a link in the handout—really is a great overview of how mentoring relationships work, how programs support those relationships, and then how policymakers support the field as a whole. So this is a good resource for kind of getting up to speed quickly on mentoring.


I'd also really recommend the P/PV materials, especially their recent reports on school-based mentoring, *Making a Difference in Schools* and *High School Students as Mentors*. Those are both outstanding publications and really should be required reading for anyone running a school-based mentoring program.

The last book I'm going to talk about in kind of this basic text category is Jean Rhodes' *Stand By Me*, which many of you may be familiar with us, but I still think it's an excellent introduction to the world of kind of mentoring research. She really brings these topics kind of to life with stories and vignettes. And I've always felt that this should be required reading for anybody who is funding or managing or volunteering in a mentoring program. I think it's just a wonderful book.

So next up, Patti is going to talk about some resources that can help you turn all of this kind of research stuff into effective program operations.

Program Design and Improvement

- How To Build A Successful Mentoring Program Using the Elements of Effective Practice
- Foundations of Successful Youth Mentoring
- Generic Mentoring Program Policy and Procedure Manual



MacRae: Thanks, Mike. And hi, everybody, again. And as Mike said, the resources that we're going to talk about now are really designed to help programs use that mentoring research to really develop successful mentoring services. It's one of the things that the Mentoring Resource Center really loves to do is to get that research turned into practical information, and there's a lot of resources out there that help you do this.

These first three on this slide are really general program development tools. They focus on the essential ingredients of operating a quality mentoring program. And they're really equally useful for starting a new program or improving your existing one.


The first, *How to Build a Successful Mentoring Program Using the Elements of Effective Practice*, is a toolkit that's published by MENTOR, the National Mentoring Partnership, to provide practical guidance for implementing their elements of effective practice. And those were developed by a team of mentoring experts nearly ten years ago, and they really remain kind of a gold standard for quality mentoring.

So if you need good customizable tools and handouts on every aspect of mentoring program operations, this is really a great resource, and it has the added advantage of being available both in English and in Spanish, so for those of you working with Hispanic populations, this can be very helpful. You can get it as a hardcopy with an accompanying CD with the tools, or you can download it and the tools for free on their website.


The next two are from the National Mentoring Center, and both of these are available only online. *Foundations of Successful Youth Mentoring* offers evidence-based practical advice on how to start or improve any kind of Mentoring program. And I really like this resource because it has some self-assessment questions at the end of each chapter that really help guide how well you're doing in implementing the recommendations. And then at the end there's a checklist of progress that really kind of helps zero in on what you still need to do and what you've already done. There are also some really great selective lists of key resources at the end of each section.

And then the *Generic Mentoring Program Policy and Procedure Manual* is a great customizable tool for an operations manual. It's got practically every policy or procedure you might need, and you don't really have to recreate the wheel once you've got this. I recommend having all three of these at your fingertips. Just download them and stick them in a binder so that you can refer to them when you need advice.

Program Design and Improvement



- ▣ Co-Piloting: A Systematic Mentoring Program for Reaching and Encouraging Young People
- ▣ Beyond the Bell



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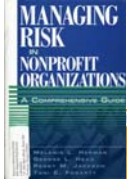

And then in this next category, this next section, these resources focus a little more specifically on designing and implementing a high-quality program for kids. The *Co-Piloting* guide is one we often turn to, despite the fact that it's ten years old and has corny pictures. It's still a really fun resource to have. It's focused on mentoring adolescents, which is very helpful for ED mentoring programs working with fourth through eighth graders.

And it comes from the premise that the youth is the pilot in the relationship while the mentor is the co-pilot, someone who supports the mentee rather than directing the relationship. It's really very youth centered. It comes from a program leader's guide and a handbook for mentors, which is full of activities designed to encourage the growth of the positive mentoring relationships that we're all striving for.

The second one, *Beyond the Bell*, is really more directed toward afterschool programs, but much of its content is useful-based programs as well, stuff like communicating with teachers and parents, program evaluation, and collaborating with the community, and it has a special workbook for new staff that I think is really potentially useful for training your new staff as they come in. It's also got lots of tools and examples that make it just work well.

Risk Management

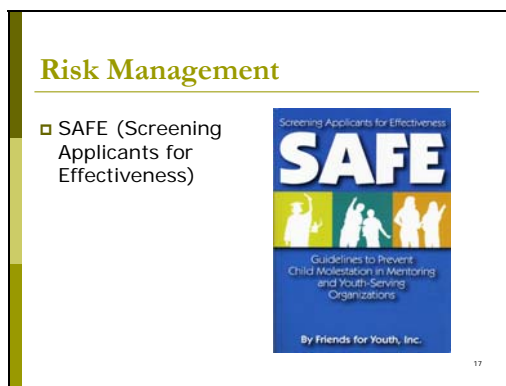
- ▣ Managing Risk in Nonprofit Organizations
- ▣ More Than a Matter of Trust

Now, moving onto a slightly more serious area, risk management. This is a topic that every mentoring program needs to be thoroughly familiar with, from being sure you have adequate fiscal oversight to ultimately protecting your mentees against predators.

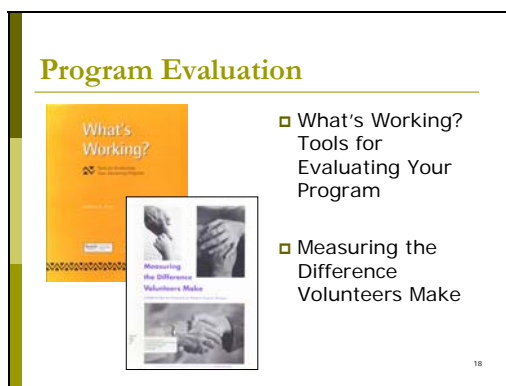
The first book is *Managing Risk in Non-Profit Organizations*. And this is a very comprehensive treatment of all aspects of risk management for non-profit. It starts from the premise that exposure is inevitable, and then it proceeds to offer some sound advice on how to keep your agency free from risk and how to manage risk when it does occur.

The next one is *More Than a Matter of Trust*, and it zeros in more on the unique risks inherent in Mentoring programs. It covers ten key areas of risk management that ranges from managing partnerships and selecting staff and volunteers to making sure you have adequate insurance coverage. And because it's focused specifically on mentoring issues, it can be really helpful when training new staff and also in reassuring your nervous board member or executive directors that the potential risks involved in mentoring can really be managed effectively.



The third in this section of risk management books is this one called *SAFE: Screening Applicants For Effectiveness*. It zeros in on preventing that most terrifying risk facing mentoring programs, that of child abuse or child molestation. It's published by Friends for Youth, which is a program based in Northern California. And they have brought their years of experience, combined with current research and mentoring best practice to bear on this difficult topic.

It's not an easy read, but it's really important and it really brings home the need to always be diligent in volunteer screening and management activities. There is some sound practical advice and tools for planning, and pretty much everything you need to make sure your program is safe.



These next resources can help you program find out whether all those resource practices that you're putting together are actually working in your program. And there's, again, many guides available out there on program evaluation, and I'm not an evaluator myself, so I have found them to be really important. And these few that we're highlighting here are the ones that I find I reach for most often in our library.


The Search Institute's guide, *What's Working*, is a nice straightforward toolkit that can be implemented without the help of a professional evaluator, which is very helpful if you're on a limited budget. It's grounded in the Search Institute's 40 developmental assets, and it focuses specifically on measuring youth outcomes and relationship quality. It's not free, but it's worth paying for. It's a good starting point.

Measuring the Difference Volunteers Make offers a basic introduction to outcome evaluation for programs that use volunteers to reach their goals, and it has some especially good guidance on how to measure

meaningful goals and outcomes, things that you can actually follow along and make sure that you can backup desired outcomes with some data showing that you're doing what you said you were going to be doing, and this one is available online.

Program Evaluation

- Measuring Program Outcomes: A Practical Approach
- W.K. Kellogg Foundation Evaluation Handbook




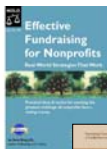
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And then moving along to a couple of more in-depth evaluation resources, the United Way's 1996 guide, *Measuring Program Outcomes* is full of detailed information on setting up and implementing an outcome evaluation. It's got some really good samples, some worksheets, and a bunch of other practical tools that can make your evaluation jobs easier. Sections on identifying data sources, collecting data, analyzing and using findings are especially detailed, and it's a really good bargain. It is \$5 plus shipping, so it's a really great addition to your library.

And then finally the sort of ultimate evaluation handbook is the one from the W.K. Kellogg Foundation. It's very comprehensive. It covers both outcome evaluation and organizational or process evaluation, as well as how to choose an outside evaluator, assembling an evaluation team, and really the whole process from start to finish is covered in this book. So if you want a really in-depth look, this is the one for you. And it's free, downloadable for free.

Sustainability

- Effective Fundraising for Nonprofits
- Sustaining Grassroots Community-Based Programs
- Fundraising for the Long Haul



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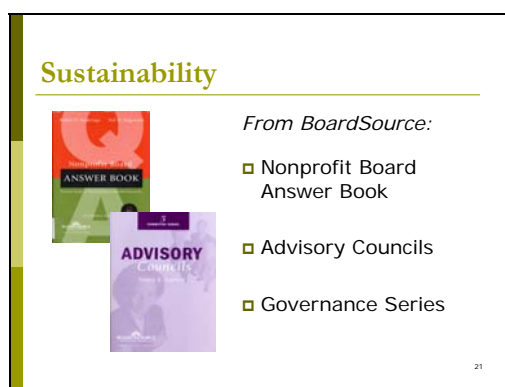
So finally onto sustainability resources, and again, there are literally thousands of them out there on this topic. Some of them are good. Some of them are not so good. And I think the few that we're highlighting here are some of the better ones available. They can help both novice fundraisers and experienced professional development folks plan and implement strategies for sustaining programs.

Effective Fundraising for Nonprofits is a good comprehensive reference. It covers everything from getting started on a sustainability plan to specific sources of funding and how to use them effectively. It's got practical tips scattered throughout and a set of worksheets at the end that can help you with the planning. So it's a very comprehensive, kind of a great overview.

And then *Sustaining Grassroots Community-Based Programs* is a huge online resource that was developed recently by the U.S. Department of Health and Human Services Center for Substance Abuse

Prevention, and it's got a bunch of chapters about everything from assessing whether your organization is ready to launch a sustainability plan to the details of marketing your program and budgeting and all sorts of in-depth coverage about the whole issue of sustainability. And, again, it's got some great tools and checklists that you can use.

And finally, *Fundraising for the Long Haul* by veteran fundraising expert Kim Klein is just plain inspirational. Kim Klein shares the lessons she's learned over the 25 years of experience she has had in the field and details key elements of the successful and a committed organization. It should help you really get energized for fundraising for your program.



And then there's one other aspect to sustainability that sometimes gets overlooked, and that's the importance of strong leadership and governance. So these three books for BoardSource can help give you some guidance on developing, strengthening, and managing your board of directors and some of your committees. I'll just run through these quickly.

The *Nonprofit Answer Book* is quite comprehensive, and it has a nice question and answer format that makes it easier for you to find what you need on any topic related to board management and board development.

The little book *Advisory Councils* is a great practical guide if you're starting up an advisory group or if you've got one that isn't working very well. And I know many of our ED grantees are struggling with advisory council development right now, so this can be a very useful guide. It's part of BoardSource's series of committees, so they have more than one resource in that area. But this one seems to be the most relevant for mentoring programs here.

And they also have a series of little books called the "Governance Series," and those you can buy individually or in a set. And they talk about—each one of them covers one aspect of board responsibility. So if you're looking for some help about how you get your board to do it's fundraising more effectively, you can just buy that one little resource. So go on Board Source's website and check out some of their resources. They're really a wonderful place to start if you're worried about your governance or if you want to strengthen the governance of your agency.

Okay. That wraps up my section for now. And I'm going to turn it back over to Mike. And he's going to let you know about some periodicals out there.

Periodicals

- Prevention Researcher
- Youth Today
- Grassroots Fundraising Journal



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Garringer: Thanks, Patti. You know I think periodicals can be a wonderful edition to your library. They can be a great way of kind of learning about new resources, new funding opportunities, developments in the worlds of mentoring, government schools, nonprofits and so forth. There's a couple that I have found to be really valuable over the years, and I think people running mentoring programs have found them to be very valuable as well.

The first is the *Prevention Researcher*, and this is a quarterly journal that focuses on research-based best practices for serving young people. Each issue explores a single theme such as youth leadership or bullying prevention or teen depression and has numerous scholars and practitioners contributing articles, lists of recommended reading, and so forth. They even have a yearly issue that is devoted exclusively to resources that you might want to purchase or download, and that can be a really great way of finding new books.

I know a number of titles in our collection have come from first finding them there. So this is one of the cornerstone resources that I personally use when I need to get up to speed on a topic, so I encourage you to check out the *Prevention Researcher*.

Youth Today... I have to admit I just absolutely love *Youth Today*, which is essentially a trade newspaper for the youth work field. And with it you can keep up to date from everything kind of high level, kind of policy policies happening on Capitol Hill to snapshots of innovative youth mentoring programs and youth development programs all over the country. It really offers a lot of very thoughtful op-ed pieces, roundups of print and web resources. And the thing I like best about it is it has an editorial voice to it that I think puts the interests of young people ahead of things like politics and policy. If you really want to understand what's happening in the youth field, I can't recommend this highly enough.

Obviously, fundraising and sustainability, as Patti just mentioned, are key issues for all mentoring programs, especially in this economy. And we have found the *Grassroots Fundraising Journal* to be an absolute wealth of ideas, information, innovative strategies, and what I like about it, as opposed to some of the books in our resource collection is that it's very timely. It's very up to date. There have been a lot of articles in it recently about fundraising in a depressed economic environment. So if you're looking for kind of really up-to-speed fundraising ideas, it's a really wonderful resource.

You know, as for other periodicals, obviously there's other things out there like *Ed Week* and things like that. But, you know, I have often found that some of the best sources of information are like the free e-newsletters and things that some of, you know, the organizations—if you like their books, see if a publisher has an e-newsletter, see if it has some kind of way of disseminating information and subscribe to those. As I mentioned earlier, it's all a matter of just being diligent and keeping up on what's happening in the field.

Resources for Serving Young People



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So the next category of books are resources for more directly serving young people. And I just want to reiterate something that I should have mentioned a little bit earlier, is that these just our staff's recommendations for what's out. These are just the absolute tip of the iceberg.

We're not telling you to go buy these or anything like that. It's just that these are the items we found useful over the years. And almost everything we're talking about today can either be downloaded for free off the Internet, or you can borrow it from our lending library and preview it for free if you'd like to check it out before you spend some of your program's money on it. So if you haven't checked out items from the lending library, there's information on how to do that at the very end of the handout that we'll be sending out after this is done so.

Matches, as I mentioned earlier, can either be very free form or they can be very kind of instrumental or prescriptive about what they're doing. But I think if matches are going to thrive, they are going to need some set activities to do together. And I think it's very useful to have these types of resources around for mentors, for your staff. So Patti and Kay are going to tell you about some of these.

General Resources For Mentoring and Helping Young People

- ❑ Mentoring for Meaningful Results
- ❑ Mentoring Answer Book
- ❑ Mentoring Handbook for Parents



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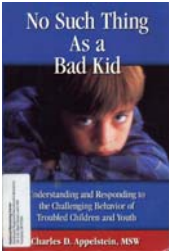
MacRae: This is one of my favorite categories as well. I come from a pretty strong youth development background, so I'm all interesting in reading about the latest resources that are really going to help mentors take that developmental approach with their young people that they're working with.

These first three books that you see on this slide offer kind of general guidance and tools on making the most of the mentoring relationship for those young people to be successful. The first one is *Mentoring for Meaningful Results*, and it's, again, from the Search Institute, which is obviously the leader in some of these youth development kinds of resources for programs. This one turns the theory their 40 developmental assets into really practical guidance, both for youths and adults. It has specific chapters that speak directly to four different groups of people; program leaders, mentors, youth, and parents that address the common issues and concerns that those groups may have around working with young people and offering really practical tips, tools, approaches, and activities to make the mentoring experience rich and rewarding for everybody involved. So it's a great general resource for those four groups. I really like it a lot.

The *Mentoring Answer Book* covers real-life issues and provides practical suggestions for mentors as they develop their relationships with mentees. It's very user friendly. It's kind of a question and answer thing. It's got topics like basic communication, hygiene and health, how to deal with issues around money, or working with parents. And it's fun to read. It's a small resource, but we've found time and time again that it really helps mentors get over some of those initial or on-going little humps that come along the way when they're working with the young person.

There's a companion book to that one called the *Mentoring Handbook for Parents* that can help the parent understand their role and responsibility in the mentoring relationship. And it's a really useful tool for staff to talk with parents about issues that may be coming up, and you can use some of the information in there both in a formal orientation with parents or one-on-one on an ongoing basis.

General Resources For Mentoring and Helping Young People



- ▣ No Such Thing as a Bad Kid

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I've also included this one because it really speaks eloquently to the fact that, in fact, there really is no such thing as a bad kid no matter how difficult that child may be that's looking at you. Deep down inside there's a kernel of greatness in that person. And the author is Charlie Appelstein, and he really makes you feel like that's true.

He has years of experience working with kids from a variety of different circumstances. And the book that he has written discusses how it's possible to help kids overcome these challenges using a positive developmental approach. His stories and practical advice make a great read. And if you're looking for tools to help support your mentors, you may really find some words of wisdom here.

Now Kay is going to talk about a more specific category, resources on activities that can help mentors and mentees build positive relationships.

Activities for Mentors & Mentees to Do Together

Activity Guides to Give to Matches



- ▣ My Mentor & Me Series
- ▣ Mentoring Journal



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Logan: Thanks, Patti. Activity books are the most popular books in our library by far. And believe me when I say we have tons of them. So I'm going to move through these slides pretty quickly. And let me say at the outset that if you want more information on these books, there is more detail in the handouts.

But also, please, please, please, feel free to contact me. I'm happy to be your guide through the vast world of activity books.

So on the first slide are a couple of suggestions for programs that want to provide activity guides to each of their matches. First up we have the "My Mentor and Me" series from Dr. Susan Weinberger, who many of you may know from the MRC cohort trainings.

There are three separate booklets available, one for working with kids in elementary school, one for middle school, and one for high school. Each one has 36 activities, one for each week of the school year, and they follow the trajectory of the mentoring relationship really nicely, so they start with getting to know each other activities and they finish with match reflection activities and finish match reflection activities and suggestions for activities to keep the match going during the summer.

Next up we have a really unique resource from friends for youth called the *Mentoring Journal*. It comes as a set of two journals, one for the mentee to fill out and one for the mentor. They're divided into four quarterly sections, which guide matches through a calendar year, and then each section includes activities and plenty of blank pages for mentors and mentees to journal about their experiences together and paste in art and photos.



So next up on this next slide we have some suggestions for books that are great to have at your sites, to have on hand where your matches are meetings. They're great rainy-day books. Literally mentees and mentors can just flip them open to any page and find an activity that's really fun and inspiring.


The first is the *Academic Activity Guide*, again, from Friends for Youth. It has activities for academic enrichment for Language Arts, Social Studies, Science, and Math, and I would say really contains the classics like building a volcano and all sorts of really fun stuff. One of the great things about this book is that it includes a list of fiction for adolescents, so it is a great source of ideas for books that matches might want to read together.

On the same slide we have the *Usborne Complete Book of Art Ideas*. And it is just filled with fun low-cost art activities that are appropriate for just a wide range of ages. A lot of the things are things you could do in a single session. The illustrations are beautiful. The instructions are really clear. Mentors and mentees without any experience with art projects will find them really easy and fun. Also, the book is really useful for site supervisors who want to put together a list of art supplies to have at their site.

Finally on this slide we have *Too Old for This, Too Young for That*. It's a down-to-earth survival guide for the middle years. If you have a lot of fifth and sixth graders in your program, it might be a useful resource for helping matches with transitioning into middle school. And the good reason to have this, I think, at your sites is that mentors can find it useful for sparking conversations with mentees on difficult issues. It doesn't have all the answers, but it is a great resource to help matches broach the big questions, and it has lots of websites and hotlines, so it should really help your site coordinators in putting together resource lists for dealing with difficult issues.

Activities for Groups

- ❑ Teambuilding with Teens
- ❑ An Asset Builder's Guide to Training Peer Helpers



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On this slide we have a couple of top-notch books for programs who have a group mentoring or peer mentoring component to their program, *Teambuilding with Teens* and *Training Peer Helpers*. They both have well-conceived activities that can be presented in 45-minute sessions. They cover important topics like building leadership, making good choices, effective communication, and dealing with peer pressure.

Activities for Groups



- ❑ Make a World of Difference
- ❑ The Best of Building Assets Together
- ❑ The Essential Guide to Talking with Teens

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And this slide I'm just showing a sampling of our other group activity books. These books are really useful for pulling out training activities for kids and adults. And you could also adapt some of the activities for your one-on-one matches. The first book, *Make a World of Difference*, has activities on helping teens explore diversity. It's not a structured diversity curriculum by in means, but there are great role plays and discussion activities to introduce teens to a broad range of diversity-related topics.

And *The Best of Building Assets Together* is a compilation of several Search Institute group activity book. It's really a brain dump, if you will, of some of their best activities.

And finally, *The Essential Guide to Talking with Teens* is a really thoughtful book of discussion topics. It covers deep issues impacting teens, so it is really a book to be used with guidance. But it has this great introductory section on working with groups of youths that I think would be really useful for staff training.

Activities for Working with Special Populations of Youth



For girls:

- ❑ Girls Inc. Presents: You're Amazing!
- ❑ Brave New Girls

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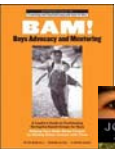
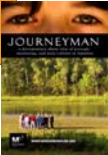
Any of you who have been paying attention to the ED Mentoring Forum listserv will know that the subject of good books for mentoring girls is a popular one. Here are two we like, one from the Girl's Inc. mentoring program and one called *Brave New Girls*. Both of them are designed as a workbook for individual teen girls and are wonderful for matches to use together. They're filled with all sorts of questionnaires, activities, journaling ideas. They both cover topics that run the gamut from dealing with stereotypes, looks, friends, dating family, and stress. Both of them cover Internet safety and the use of social media such as MySpace and chat rooms, something that mentors may not know too much about.

And of the two, I would say that the Girls Inc. book really excels because it has a great section that deals with tough issues such as eating disorders, cutting, depression, and suicidal thoughts. It includes a wonderful resource list with websites and phone numbers. So *Brave New Girls* is really fun too. And I would say it has a slightly younger focus.

Activities for Working with Special Populations of Youth

For boys:

- BAM! Boys Advocacy and Mentoring
- Journeyman: A Documentary

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On this slide we list a couple of our resources for mentoring boys. I would say that we don't really have any workbook-style books for boys similar to the books we just discussed for girls. So if any of you know some good ones, be sure to let us know. These two resources are great though. The first one is *BAM! Boys Advocacy Mentoring* and it provides a complete guidebook for implementing a program for at-risk adolescent males. It is without a doubt a very kind of structured curriculum. But many of the activities involve, strategic storytelling and communication styles that would be effective with boys, and you could possibly adapt them for use in your one-on-one matches.

And the second one, *Journeyman* is a brand new DVD from the Boys to Men Mentoring Program. And I have to say, it's a great addition to the field. The first half gives us close-ups of two boys who are really struggling depression, gangs and violence, and it introduces us to their mentors who initially struggled to get the boys to open up and are ultimately rewarded when the matches take off.

In the second half of the documentary, we follow the boys and their mentors into the woods for group mentoring and rights of passage ceremonies. So this should prove really interesting for programs wanting to include these types of activities for their boys.

Activities for Working with Special Populations of Youth

- Roots and Wings Toolkit
- Do You Have What It Takes?



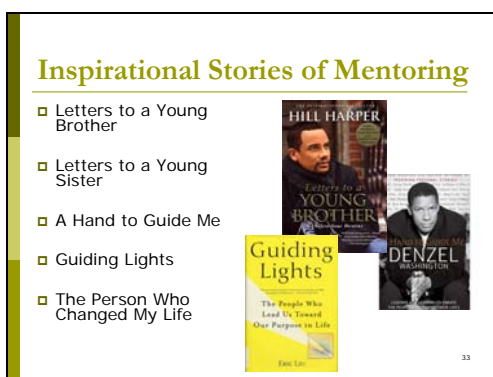

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Finally, we also have specialized activity books in our library designed to address issues that are maybe specific to the groups of youths your program we serve. And as an example, here are a couple I like. The first one is one of my favorites in our collection. It's the *Roots and Wings Toolkit* from the Girl Scouts' Beyond Bars Program. It is designed for programs serving kids who have an incarcerated parent. And it is free, so that is a great way to start building your library. The toolkit includes a book for girls, along with a CD-ROM covering program startup and volunteer training. But what I think makes this resource extraordinarily powerful is that it includes the award-winning nationally-televised documentary, "Troop 1500." And I think your staff and mentors working with children of prisoners will find this documentary to be one of our best resources.

The second resource, *Do You Have What It Takes*, is designed for youths aging out of foster care to help them make the transition into independence and adulthood. And what makes this activity book exciting is that it was written by current and former foster youth. So for programs who serve foster youth, many of the stories and observations of the youths who have just been there are just sure to prove invaluable.

So before I turn the microphone back to Mike, let me again say that if you want help finding activities for your programs or if you have good activity books that you can recommend, please just feel free to call me.

Garringer: Thanks, Kay. And I'll just point out that our contact information appears on the last slide of the presentation here. So if you want to know how to get ahold of us, that information is there.



The last category of books we're going to talk about are what I call "inspirational books," and these are resources that explore concepts of mentoring through stories, letter, anecdotes, in an attempt to deepen our understanding and appreciation of mentoring. And these can be a great source of mentor and mentee orientation materials, quotes or slogans that you can use in marketing your program, and they can also be a real eye opener for a mentee or a mentor who is unsure about what mentoring can help them achieve. I found that young people can really identify with some of these books.

The most recent ones that we've added to our collection are *Letters to a Young Brother* and *Letters to a Young Sister* by Hill Harper, who you may recognize. I believe he's an actor on *CSI New York*, which is not a show I watch, but I've been told it's good. One of his passions outside of acting is helping young people. And in these books he uses a series of fictional letters to a fictional younger brother and younger sister to impart lessons and discuss some of the obstacles they can face as they grow up.

These books really speak directly to young people, and I think they can be a great source of conversations starters for mentors and mentees. We also have a *Hand To Guide Me*, which a collection of mentoring stories compiled by Denzel Washington, who as a young boy benefitted from mentoring relationships at his local Boys and Girls Club.

And this book features chapters from a really diverse and impressive list of prominent Americans such as Mohammed Ali, Bill Clinton, Leonard Nemoj, Colin Powell, Cal Ripken Jr., and Toni Morrison. It's a real kind of impressive hodgepodge of names that have contributed little stories about mentors in their life.

Guiding Lights is a book that came out several years ago to some really rave reviews, and it focuses on both youth and adult mentoring relationships. It offers a number of heartwarming and really moving narratives based on people that the author met while he was researching the book, and it's a really nice meditation on how relationships with other people change the course of our lives. So if you're looking for something that is a little more philosophical, that's a really nice resource.

We have a few other books like this in our collection, such as *The Person Who Changed My Life*, which is similar to the Denzel Washington book. It's a little bit older. But it also has celebrities, prominent Americans sharing their mentoring experiences.

So if you really are looking for books that can help your mentors and youth, that can really illustrate to them concepts of good mentoring, I feel like these inspirational books can be a real asset to your collection.

Other Resources to Consider

- The MRC Publications
(<http://www.edmentoring.org/publications.html>)
- MRC Online Resources
(http://www.edmentoring.org/online_res.html)
- PubHub section of Fact Sheet
- MRC Lending Library

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So I think that about covers it for all the resources we wanted to kind of specifically mention today. I just want to add real quick that as you build your collections not to forget about the many great MRC materials that we've developed, especially the larger publications and training guides. Everything we've developed on this project is electronic only. We haven't printed up hardcopies of things. But if you do want hardcopies of this stuff, it's very easy to just take those PDF files, put them on a thumb drive or a CD, take them to a Kinko's or a copy shop, and they can print up some fairly inexpensive copies of this stuff. You throw them in a three-ring binder and you're good to go.

To help look for new publications, you know, be sure to check out the Pub Hub section of every fact sheet that we put out. We highlight new resources in the library, new web resources. So that's a good way of finding out about, you know, things that you might be interested in. And as I mentioned before, be sure to use our lending library. It's free for all of you who are ED grantees. And if you have not borrowed materials from it before, the last page of the handout here—I'll show you real quick—covers how to borrow items from the collection, how to search the collection, and so forth.

And as Kay mentioned, you know if you need recommendations of specific resources or if you want additional information about anything we have talked about today, feel free to call us and let us be your guide to the vast world of youth development resources that are out there. So I think we're going to open it up for questions.

**Q & A and
Your Book Recommendations**

- ▣ Questions about building a library
- ▣ Questions about specific types of resources
- ▣ Suggest a title you've found useful

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MacRae: Thanks, Mike. I know we've covered a lot of ground here. We've talked about the specifics of building a resource library and then we've hammered you with a bunch of resources that are more specific. So we really want to take some time here to answer any questions that came up for you during the presentation, whether it's about the process of building a library or information about the specific resources.

We're also interested to hear from some of you who may have suggestions of your own for resources that you think would be a valuable addition to a mentoring resource library. So if you have any of those ideas, please let us know what they are as well. If you do have a resource, it would be really helpful for us if addition to saying it out loud at this point, to go ahead and e-mail one of us with a little bit more detail so that we can have a look at it and see if we can add it to our own library. And we'll make sure that those recommendations get out to folks as well.

So we're going to start taking questions. We're probably going to take 10 or 15 minutes to do that. I know some of you probably have to leave at the top of the hour, so if you don't get your question answered here, please feel free to e-mail us, any one of us at any time, and we'll be happy to try to help you with whatever it is that you need.

Kimberly (participant): Hi. This is Kimberly from Cincinnati. You know, I have a question about how long we should be keeping materials. I mean is there a recommended timeframe for the length that, you know, that you keep things updated? Is every three years or every something like that?

Garringer: You know, my only suggestion on that is keep it for as long as it's relevant to you. Some of the books we recommended today, some of those evaluation guides—you know, the information in them doesn't go out of date. Evaluating a program is just good science. I think some of the things around mentoring research can go out of date fairly quickly.

But, my opinion is, you know, the *Handbook of Youth Mentoring* is a thousand pages, and this is not a field unlike, say, medicine where there's new clinical trials coming out all the time. How many times did we hear "eat oat bran" then six months later it's "don't eat a lot of oat bran." And so this is not area where research is coming out every single day that I think would require you to throw out old books. So it's more a matter of, are they still useful.

I know programs that use a book that came out in the '70s on noncompetitive games. I mean there are still people who use those and find great use for it. And so that's kind of how I would answer that question. If you have a big collection, it's not a bad idea to go through and weed it out and get rid of stuff that you don't need or no one uses. But for the most part, you know, I tend to hang onto resources. You never know when they might be valuable.

MacRae: We also hold onto periodicals quite a long time. We've got some of those little—you know, those little boxes that you keep magazines in. And some of those go back quite a number of years. Now whether or not they're actually useful, it's hard to know. But you never know when you're going to want to go back and look at a particular topic, like, say, youth depression, and be able to pull out an old copy of the *Prevention Researcher*. So yeah, it's a good idea to keep them. Other questions?

Stephanie (participant): Hi, this is Stephanie from Wisconsin. I'm wondering if any of the publications that you suggested have any sample asset questions, survey questions within the activities and things like that?

MacRae: So like for the purpose of maybe evaluating your outcomes, that kind of thing?

Stephanie (participant): Not only -- not only -- I'm looking for something that not only offers activity ideas but also survey questions that you could do like maybe a pre/post survey with the mentees.

MacRae: Right. Well I think -- I'm going to let Mike take it away too -- but I think the evaluation tool book, the Search Institute one, would probably have some pretty directly related ones around the assets. And I'm pretty sure that I remember that there are some surveys in there. Mike may have some other suggestions for you as well.

Garringer: Yeah. You know, I wish I had these books in front of me. I want to say that the *What's Working* toolkit has a very simple pre/post thing in it, but I'd have to look. We do have a book in our collection, the one that I would really recommend is one Kay talked about, and that's the *Mentoring for Meaningful Results* book.

I do believe that there are some worksheets in there that are mostly designed to get mentors and mentees talking to each other. But I think some of them could probably be used in a pre/post way. There's also another book that's very similar that the Search Institute discontinued called *In Good Company*, which is nothing but a set of worksheets that the young person would fill out. And then it's supposed to—you know, the mentor fills one out as well, and then you talk about your answers in a bunch of areas.

Those are more for, like I said, relationship development. But if you're looking for an actual tool to measure your, you know, attitudes about school, I mean there's a lot of instruments out there, and my suggestion would be if you're looking for something that's kind of specific like I want to measure, like I just said, their attitude about school or something, e-mail myself or Patti or Kay, and we can dig up some actual, you know, validated instruments for you that you could use in your evaluation.

But, you know, I think just in general, a lot of those books, you know, have good conversation worksheets that you could adapt just for that purpose.

Phillip (participant): Hi. This is Phillip Garrett from Louisville, Kentucky. And I just have a suggestion about a resource that I have for buying books very inexpensively. I go to HALF.COM. It's part of eBay. And I find that I get books there a lot cheaper than I found them on Amazon and other book sellers. In fact, as we were going through the slides today, a lot of the ones that you put up there, I was able to, you know, switch over and go to a different screen and type those in, find them right away, and put them in my cart to check out and order, you know, at the end of this presentation. So it's a really helpful resource for those who are trying to build a library inexpensively.

MacRae: Yeah. That's fantastic, especially if you can get something like the "Handbook of Youth Mentoring" for half price, because it's expensive.

Phillip (participant): Yeah, exactly. That one was not exactly half price.

MacRae: Yeah. Well, can't have everything!

Phillip (participant): So I may have to wait until my next budget in order to get that one at the end of the year. But, yeah, it's still at a very good deal.

MacRae: Yeah, good advice. Thanks Phillip.

Phillip (participant): You're welcome.

MacRae: Any other questions or till tips or resource recommendations out there?

Carrie (participant): Hi. This is Carrie from Chicago. I had a question. Prior to this Webinar, my team and I were talking about putting together kind of like a binder, in addition to our manual, full of resources. Does anybody have any feedback as to whether... now I'm thinking, well, should I just order these resources and kind of start building a library, and I'm wondering if anyone has experience with either of those and would suggest doing one over the other, making a manual and kind of copying and inserting of versus a library with the actual books that viewers can look at, if that's clear.

Garringer: Yeah. No. I think, you know, it kind of depends on what -- I'm assuming this manual would be for you mentors, correct?

Carrie (participant): Correct. Uh-huh.

Garringer: I think it's mostly a matter of, you know, obviously there's a limitation on how much pre-match training and orientation you can give a mentor and how much information about working with their young person you can stuff into their skull in two or three hours of pre-matched training. So I would say that you might want to do both.

I would... you know, you can certainly borrow these items from your lending library, and there's not need to spend money on something that you may not know whether it's good or will it would fit your needs. So what you might want to do is just borrow some of these items that you think might be fruitful, photocopy sections that you things that would be useful, say a particular little handout, and put that together and do a manual that you can give out just during mentor training. Just an initial, "here is a good starting point for you."

But then you also might want to really, like, purchase some of these because there may be some mentors that want to dig a little deeper. There may be situations that come up, you know, my youth told me X is going on at home, how do I deal with that, that wouldn't be covered in that initial manual. So you might want to do both.

That's what I see most programs do, is they stumble across a really good handout, "hey, this is a great handout on, say, the dos and don'ts of mentoring a child," and they want to use that in their manual. And that's why I kind of threw in that little copyright thing at the beginning of the presentation, because I've seen programs take, you know, three quarters of someone's book and call it their manual, and I certainly wouldn't encourage that. But you know, I think, you know, yeah, just grab the good content you find as you come across it. And, you know, I think a little handbook like that for your mentors is very valuable.

And in my experience, most people are very, very willing to share their information. Unlike a lot of, you know, proprietary fields, people in the mentoring field love sharing their stuff with others. They love to hear that a program somewhere is using that.

MacRae: Yeah. We certainly love hearing about it too. So don't forget you've got that great disk from the conference. And there's actually quite a few of the fact sheets that you could hand directly to a mentor for them to read and absorb the information in them. So that's another place you can go to get some stuff for handouts as part of your manual.

Sue (participant): Hi. I'm Sue from Rhode Island. I tuned in a few minutes late, so I hope you haven't already asked this question. But I was just wondering when you set up your library, are you doing it by the Dewey Decimal system the same way a regular library would?

Garringer: Yeah. If you're in our organization we have not only our mentoring collection but a whole bunch of other collection of resources. Some of them are for internal clients or for internal use. And we decided early onto use Dewey. You don't have to do it that way. I mean I've seen programs that catalog

all their books just by, like, you know, all the activities books will be in the A section, A for activity. All the evaluation guides will be under E for evaluation. It's really whatever is going to work best for you.

Early in the presentation we did talk about some library software options, and there's a handout that we're sending as soon as we're done here to all of you that has a lot of recommendations on software packages. And those, some of them want you to use Library of Congress. Some of them are Dewey-based. Others allow you to create a completely customized cataloging system. I would not go with library of Congress numbers. They're more complicated. I would choose maybe either Dewey, or just keep track of them in some other way that makes sense for you.

I mean we use Dewey here, and there's so many books that are similar in our collection, the entire collection starts with 372 point-something... If your collection is not very diverse, Dewey can be a little problematic because of that. But, you know, just come up with something that works for you. I think it's more important to have a system, just having something in place.

Kathy (participant): My name is Kathy, and I'm from Fairbanks, Alaska. And I found a couple of things useful in dealing with adolescents and children. And one of them is a lot of the brain research—and I didn't see anything there, and that would be—there's David Sousa has just written a book called *How the Brain Learns*, and he's just one. It's a very good book about learning and about the very development stages of kids.

And another good book that Louann Brizendine—she got quite a bit of flak for it, but she's a medical doctor—called *The Female Brain*, which would be really helpful working with young—with girls at all ages. And I mean you don't have to be a neuroscientist to understand that the brain is really connected to learning and to the growth, and the whole idea of anxiety and fear and getting over that would be really helpful to mentors. And I don't really know exactly how this fits in, but it's a good idea, and perhaps in your extensive library you have something like that.

Logan: I'll say one of the resources that I highlighted was for boys, that it was a DVD. *Journeyman*. And it's really recent. And I would love for hear—for some of you folks to check it out and see what you think. But it includes all the way through it interviews with some of the sort of gurus in brain research and development search for boys, and so it's done just really interview style, but it just has quite a bit of rich material in it on some of those issues. But I'd really love for some of those folks to check these out just to tell me if they think it its useful.

And we have a couple other things that just youth development to touch on that. But the *Journeyman* thing has a really boy-biased view that would probably be a nice correlation for you with the female brain book that you just mentioned.

MacRae: It seems like there's also one that Kay and I looked at just recently. And I can't remember if it's one of the ones that she highlighted. But it's kind of an activity book for young people that -- it's the middle school one that you mentioned. *Too Old For This, Too Young For That*. And it seems like they actually have some little discussion things directed at the youth about how their brain is affecting their development and what they do. And I think that's the right one, but I'm not sure.

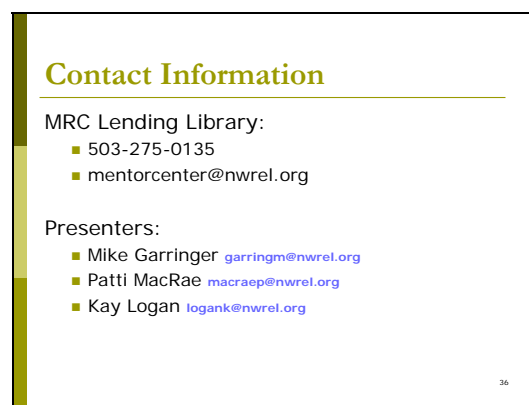
Logan: Yeah. It's kind of neat. We have a lot of resources in our library from that publisher called Free Spirit Publishing. Almost all of them are meant for kids themselves, and they actually—a lot them have information for kids on basically what their brain research mean for them. And I think, you know, that's actually something we forget a lot, is just to make sure that we provide that information. A lot of the information that's really useful for mentors should really provided for mentees.

Garringer: Yeah, I agree. The brain development piece is critical information, I think, in helping mentors understand the behavior of the young person they're working with, especially as the relationship progresses. You know, a lot of these relationships, the kid tends to withdraw at certain points. And all of that can be really confusing for mentors if they don't really have a little bit of an understanding about just, literally the brain is making this happen for the young person.

I would say that almost all the activity books that we have that Kay discussed have some information up front about why these activities are good for the particular age range that the activities are directed at. And so I do think a lot of them, they don't get into the brain research specifically, but they do talk about developmentally what you can expect out of young people at a certain age or why a particular strategy is effective or not in working with them.

I think all mentors need information about the developmental stage of the young person they're working with, and a lot of them find that brain development research to be very fascinating.

MacRae: Sounds like maybe people are ready to be wrapping up, which is fine. I know you all have busy things ahead, so unless there's anything that people want to mention or ask right now, I think we'll finish up. And if you do -- like I said before, if you do have a question that you didn't think of earlier, if something comes up later on for you, please e-mail us. And I'm going to turn this back over to Mike to wrap this up.



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Garringer: All right. Hey, I just want to say thanks to everybody for joining us today. I hope we covered what you need to know about setting up a library, resources that you may be interested in. As Kay said earlier, feel free to contact us. I'll put up our contact info here. Shoot us an e-mail. Give us a call, and, you know, Kay, Patti, myself, we're all happy to be your book "Sherpa" and help guide you through the morass of all these resources.

And just remember that the MRC is here to help you with anything related to running your program, so feel free to call us or visit the website. Whatever you need help with, just let us know. So thanks, everybody. Best of luck with your programs, and have a wonderful day.

Thank you.

[Webinar ends.]