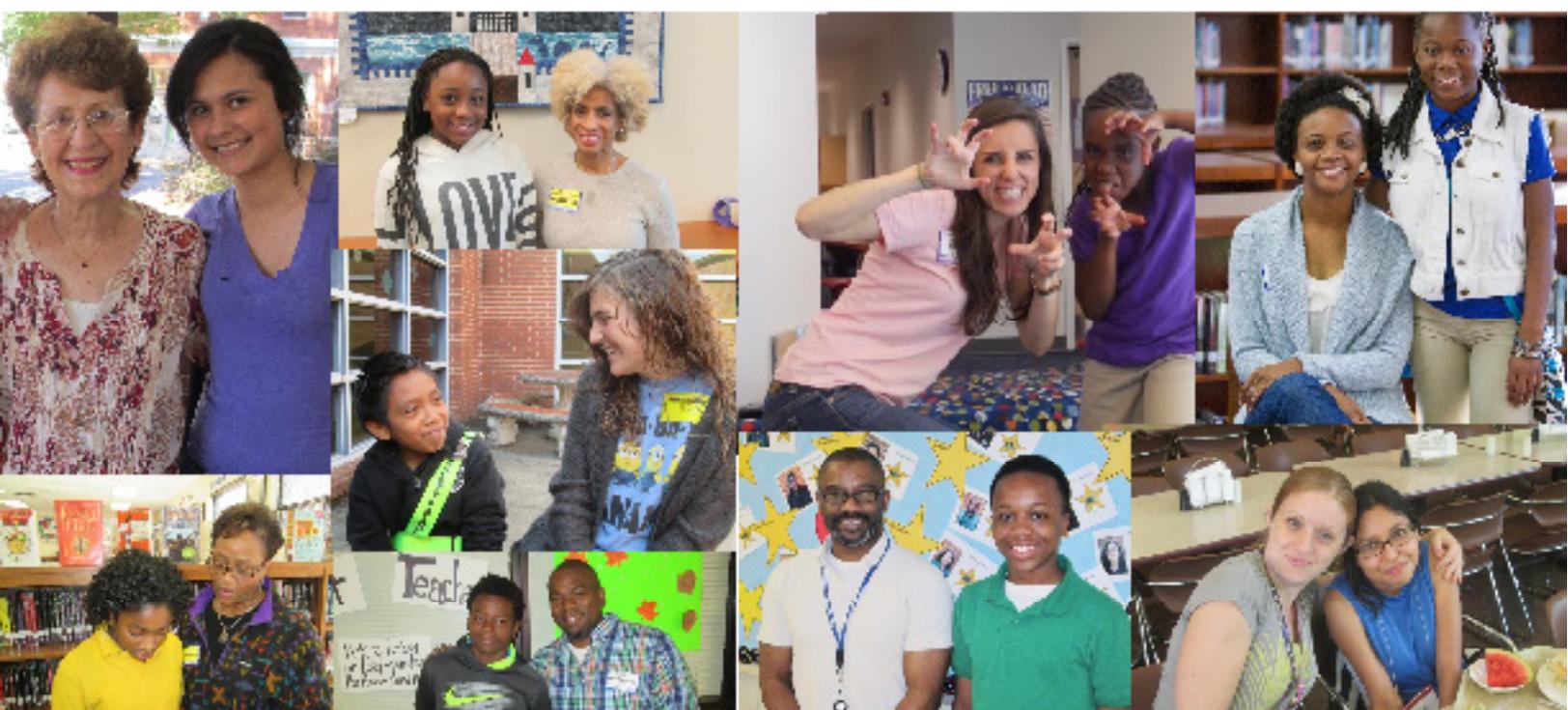




Youth Mentoring in Georgia: A Landscape and Analysis Report

Survey Findings and County by County Data



Completed by:

J.W. Fanning Institute for Leadership Development, University of Georgia

Presented by:

Georgia Student Finance Commission





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MENTOR
THE NATIONAL MENTORING PARTNERSHIP

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Dear Friend,

We are pleased to release the 2017 Youth Mentoring in Georgia Report, our report on the state of mentoring and youth development in Georgia.

The creation and administration of this survey represents a collaboration between the Georgia Student Finance Commission (GSFC), the J.W. Fanning Institute for Leadership Development, and MENTOR: The National Mentoring Partnership. Hundreds of remarkable mentoring and youth development organizations across Georgia participated in this undertaking. Each has their own captivating story and benefits from passionate and professional program staff.

Research shows that youth benefit from a comprehensive, relationship-centered approach that positively impacts the whole child. We envision a world where every Georgia youth has access to multiple caring adults, at least some of whom can connect youth with opportunities for upward mobility.

In August 2011, Governor Nathan Deal announced the launch of Complete College Georgia (CCG), a statewide effort to increase attainment of a high quality certificate or degree. CCG recognizes that graduating high school students must have both a diploma and certification in soft skills and work readiness to increase their chance of success in postsecondary education, a career pathway, or both.

In 2012, Governor Deal established Realizing Educational Achievement Can Happen (REACH), the state's first needs-based mentorship and college scholarship program, as a key component of CCG. In the four years since REACH was piloted in three local school systems, GSFC, which administers the REACH Georgia program, has expanded to 69 of Georgia's 180 local school systems. By 2020, GSFC expects to be in all 180 local school systems.

Our REACH Team has been welcomed by enthusiastic communities across this state, particularly in rural Georgia. Each REACH community is eager to provide its youth with stronger educational outcomes as well as the social-emotional and soft skills necessary to prepare them to contribute as a productive citizen of this state. One consistent theme, however, has been that no organized and consistent approach to high quality mentoring is evident. To deliver on the promise of an educated workforce, the absence of high quality mentoring for Georgia's youth presents a substantial barrier for both REACH expansion and for the countless nonprofits, schools and districts, corporations, government entities, and faith-based institutions that work tirelessly to empower Georgia's next generation. Simply put, we found it telling that high quality mentoring, a practice fully embraced for adults within the business and professional context, is not fully embedded in the development practices of Georgia's youth.

To spark a discussion within the mentoring community, GSFC turned to our research partners at J. W. Fanning Institute and MENTOR to deliver to Georgia a preliminary overview of Georgia's current mentoring landscape.

The overview reveals a mixed landscape. Georgia's mentoring and youth development organizations can be proud of how they connect with students in need, champion long-lasting relationships, and offer a range of youth and family services. Yet there is still important work we have left to do. Our state's frontline youth-serving organizations report experiencing serious challenges, especially fundraising and operational capacity. They report struggling to recruit mentors, particularly mentors of color. And they describe not always connecting as deeply with families as they intend or hope. In short, there is a strong need for greater services and supports to Georgia's mentoring practitioners.

This report includes findings from our landscape analysis, including bright spots from the field and also red flags. The results coupled with feedback from partners have led us to believe that creating a statewide partnership that champions high quality standards for youth-serving organizations, tracks statewide progress, and supports frontline programs would make it possible to undertake the following:

Capacity Building: Advancing the quality of the local mentoring field by building relationships with mentoring and youth development programs and providing capacity building trainings grounded in evidence-based approaches;

Data Collection: Collecting data on a regular basis to describe the impact of mentoring in the state and identify gaps in the range of services needed; and

Stakeholder Engagement: Increasing public and private stakeholders to increase the number of volunteer mentors and resources for the local mentoring.

If activities such as these were taken up via a partnership, we believe that new and existing mentoring and youth development organizations in Georgia will be in an even stronger position to achieve higher quality outcomes for Georgia youth and to extend their reach to even more students in need of caring adults.

We have spoken with many others who believe in a similar theory of change. We welcome your input. With this report, we invite you to the conversation about how we might collaborate and support one another in service of Georgia's next generation.

With gratitude,

Brad Bryant

Brad Bryant | Vice President, REACH Georgia
Georgia Student Finance Commission

Executive Summary

The 2017 Youth Mentoring in Georgia Report is a statewide collaboration that reveals the landscape, trends, and needs of mentoring and youth development programs in Georgia. The report is an important tool that enables the field of mentoring and youth development establish benchmarks to:

- Meet the needs of Georgia youth more effectively;
- Strengthen the case for investment of public and private resources;
- Raise public awareness on behalf of the field; and
- Guide strategic decision-making.

For this survey a broad spectrum of mentoring and youth development initiatives in Georgia were targeted in order to understand the landscape of youth-serving organizations and, ultimately, youth needs. According to MENTOR: The National Mentoring Partnership, “mentoring” takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a helping capacity to provide relationship-based support that benefits one or more areas of the mentee’s development. A structured “mentoring program” is an organization or agency whose mission involves connecting mentors and mentees and monitoring and supporting the relationship over time. There are many such mentoring programs in Georgia, and thus survey respondents included a wide range of diverse organizations, including nonprofits, public schools and districts, religious institutions, government agencies, institutions of higher education, public-private partnerships, community groups, and corporations.

In all, 186 organizations responded to the 2016 Youth Mentoring in Georgia Survey and provided information on one or more of their youth-serving programs. This report provides information on 220 youth mentoring programs administered by these organizations, representing a 52% organizational response rate. Statistically significant differences between subgroups of Georgia’s youth-serving institutions are highlighted throughout the report.

At the heart of the mentoring, education, and youth development fields is the belief that caring, empowering youth-adult relationships are foundational to the healthy development of young people. As such, these survey results provide an important snapshot of how the state is doing at this crucial goal, including highlighting the successes of Georgia’s myriad youth-serving organizations and also capturing a glimpse of the work that remains. These results are summarized in these seven 'bright spots' and seven 'red flags'.

SEVEN BRIGHT SPOTS FOR THE FIELD

1. Georgia mentoring and youth development programs concentrate on building long-lasting youth-adult relationships.

Two-thirds of programs report expecting mentor-mentee match duration to be at least one school year or longer; one-quarter of all programs ask for a commitment of at least 12 months from mentors.

2. Georgia mentoring and youth development programs value consistency in mentor-mentee matches.

More than one-half (53%) of the mentoring programs require at least weekly meetings between mentors and youth, and another 19% require mentors and mentees to meet 2-3 times a month.

3. Georgia mentoring and youth development programs are reaching youth populations in need of additional relationships with caring adults and/or peers.

Program staff were asked to estimate the proportion of the youth they serve who represent various subgroups. The most frequently cited subgroups include youth from low-income families, youth from single-parent households, and academically at-risk students. All of these circumstances are correlated with risk factors for youth.

4. As an intervention, youth mentoring is used across industries in Georgia, including the nonprofit, education, corporate, and faith-based sectors.

Of the 186 organizations that filled out the 2016 Youth Mentoring in Georgia Report, most (87%) self-identify as nonprofit, or K-12 school or district. The remainder are well distributed among religious institutions, government agencies, institutions of higher education, and public-private partnerships.

5. Programs serve youth who are well distributed across Georgia's regions.

Forty-two percent of mentoring and youth development programs serve youth in the Greater Atlanta Metro region. The remaining programs serve youth who are well distributed across Georgia's regions, including the Northwest (7%), Georgia Mountains (10%), Northeast (16%), Central Savannah River (5%), Middle Georgia (5%), Three Rivers (9%), River Valley (2%), Heart of Georgia Altamaha (6%), Coastal (9%), Southern (5%), and Southwest (5%) regions.

6. Programs have established a diversified funding base.

Of the 180 programs responding, the most commonly referenced funding sources were fundraising events (55% of programs), individual donations or bequests (54%), business or corporate donations (52%), individual donations or bequests (54%), private foundation grants (43%), and various others.

7. Georgia mentoring and youth development programs provide a wide variety of services to youth and their families.

The most commonly referenced programs or services in addition to mentoring were positive youth development, service learning, empowerment / leadership development, college and career readiness, academic support programs, and afterschool / daycare programs.

SEVEN PROGRAMMATIC RED FLAGS

1. Many programs struggle to facilitate long-lasting matches and lead mentor-mentee matches to meet their minimum commitment.

The average length of a match is 16.4 months. However, the median length of a match is only 10 months, with 42% of programs reporting an average length of match that is less than 10 months. Further, the majority (71%) of programs reported that mentor-mentee matches terminating early was an occasional or common occurrence last year.

2. There is a need in the field for more mentors of color.

Youth of color are more likely to be engaged in mentoring relationships. More than 65% of those mentored are youth of color, with the majority being Hispanic / Latino(a) and African American. However, fifty-five percent of individuals serving as mentors were White, which is reflective of Georgia as a whole, but is not reflective of the diversity of mentees.

3. There are gaps around post-match mentor check-ins and post-match training for mentors.

Eighty percent of mentors benefit from at least one training or support contact per month, but only one-fifth receive weekly or bi-weekly check-ins for support. Also, slightly less than one-half (48%) of mentors do not have access to a mentoring curriculum.

4. Demand for mentoring in Georgia is outpacing staff and budget growth, and thus many programs are challenged by a lack of organizational capacity.

Fifty percent of programs report that the number of youth served increased last year, while roughly only 25% of programs report increased budgets and full time staff. While programs report a variety of staff sizes, ranging from 0 to 278 and a total of over 1,600 staff spread out over all programs, most programs (20%) report having only one dedicated full time staff equivalent (FTE). Thirty-four programs report having fewer than one dedicated FTE staff member.

5. Georgia mentoring and youth development programs vary greatly in the youth outcomes they seek.

Program staff indicated more than 24 different outcomes that they hoped would result by facilitating caring youth-adult relationships. While the pursuit of differing outcomes allows for customized service based on need, collaboration around high priority, high leverage outcomes can help ensure gaps are filled.

6. Program evaluation is an underutilized tool for improving outcomes and maximizing impact.

Approximately one-third (32%) of youth-serving organizations report not having engaged in program assessment in the past five years.

7. Finally, many Georgia counties and some youth subgroups currently do not benefit from the services of a mentoring or youth development program.

Though various Georgia counties and cities boast strong, experienced mentoring programs, there are still gaps in the mentoring opportunities available to youth. The economic gap for Georgia counties in poverty creates unique challenges in establishing and maintaining quality mentor programs.

¹See Appendix D for a visualization of the 12 regions delineated by the Georgia Association of Regional Commissions.

Introduction

In 2016, the Georgia Student Finance Commission engaged the J.W. Fanning Institute for Leadership Development at the University of Georgia (hereafter referred to as the Fanning Institute) to conduct the Youth Mentoring in Georgia Report, a landscape analysis of mentoring and youth development organizations across Georgia. The Youth Mentoring in Georgia Report offers a snapshot of mentoring and youth development in Georgia with three main goals:



Mentoring takes place between youth and older or more experienced people who help provide relationship-based support that benefits one or more areas of the youth's development.
— (MENTOR: The National Mentoring Partnership)

A structured mentoring program is an organization or agency whose mission involves connecting mentors and mentees and monitoring and supporting the relationship over time.

When done well, mentoring can lead to positive outcomes for youth across multiple domains. From an academic standpoint, qualitative studies suggest a correlation between quality mentoring and positive youth outcomes such as the number of assignments completed, quality of class work, number of absences, engagement in serious misconduct, and overall academic performance (Herrera, Grossman, Kauh, Feldman, McMaken & Jucovy, 2007). From a social-emotional wellness standpoint, a few major studies of school-based mentoring reveal positive effects on students' self-esteem, connectedness with peers, attitude and motivation, and psychological health (Karcher, 2008; DuBois et al., 2011).

From a career standpoint there is evidence that mentoring supports youth career engagement and workforce development in three important ways: improving youth's employability by building the necessary skills and work experiences that allow youth to succeed in a job and advance in a career path; facilitating continued academic engagement and achievement; and supporting youth in the development of non-cognitive skills necessary for successful employment.¹ More specifically, mentoring:

- Increases the likelihood of young people developing external and internal assets — i.e. structures, relationships, values, skills, and beliefs — that promote healthy development and lead to future successes (National Youth Employment Coalition; Millensky, M., Rhodes, J., Schwartz, S., & Rhodes, J., 2013);

¹ Millensky, M., Rhodes, J., Schwartz, S. & Rodes, J. 2013. National Youth Employment Coalition

- Increases the likelihood of mentored youth being competitively employed especially when offered in occupational education and in integrated special education settings (Blackorby & Wagner, 1996; Colley & Jamison, 1998; Luecking & Fabian, 2000; Rogan, 1997);
- Correlates with reported income increase (USAID, 2013);
- May increase self-esteem, a reflection of a youth’s perceived competency and potential for subsequent career success (Linnehan, F., 2003); and
- Fosters a number of employment-related intermediate outcomes such as connectedness, future orientation and goal setting, peer and adult relationships, and identity development (National Mentoring Partnership, 2014).

Given the promise of mentoring as an intervention that has been linked to such desirable youth outcomes, many groups deemed that identifying statewide mentoring trends and unmet needs a worthy undertaking for Georgia’s future.

The present survey was conducted collaboratively with community leaders, funders, policymakers, and youth-serving organizations to advance greater and more strategic investment while also measuring statewide progress. By surveying staff at mentoring and youth development organizations across the state, the Youth Mentoring in Georgia Report not only affords a view of the landscape and needs of mentoring and youth development organizations but also serves as a vehicle to:

- Develop a more comprehensive statewide program network for collaboration, strategic alliances, new initiatives, and knowledge sharing;
- Build a body of knowledge that can inform strategic decision making for mentoring and youth development programs in the state;
- Provide comparative data to uncover gaps, reveal trends, and establish benchmarks for the field to best meet the relational needs of youth
- Wield timely, relevant information to raise public awareness and strengthen the case for additional investment with legislators, funders, policymakers, community leaders, and the media; and
- Demonstrate the need for more Georgians to volunteer.

This report is organized into the following four sections:

- 1. Methods.** A narrative description of the research is presented, including explanations of the development of the questionnaire, target populations, survey distribution, response rates, and analyses of the survey.
- 2. Major Findings.** A summary of the survey findings is provided, including the following subsections:
 - a. Current state of mentoring programs in Georgia.
 - b. Key trends in mentoring and;
 - c. Unmet needs.
- 3. Next Steps.** A glimpse at the implications for REACH and potential longer term opportunities for the field to collaborate to elevate mentoring statewide.
- 4. Appendix.** Appendix A provides a copy of the web survey. Appendix B is a list of the mentoring and youth development programs that responded to the web survey. Appendix C includes a look at youth served by respondent organizations annually by county of residency. Appendix D shows the survey’s geographical organizing framework: The 12 regions of Georgia as defined by the Georgia Association of Regional Commissions.

Methodology

To learn more about the program characteristics of mentoring and youth mentoring programs operating in Georgia, staff at the Fanning Institute and MENTOR: The National Mentoring Partnership collaborated to develop a web survey to be completed by self-identified structured mentoring and youth development programs in the state.

SURVEY DEVELOPMENT

The 2017 Youth Mentoring in Georgia Report was designed to gather data about general program characteristics and the youth population being served. Based on lessons learned from previous studies conducted at the national level and similar studies in other states, the Fanning Institute collaborated with MENTOR to incorporate the following key features that build on successful practices and reflect a Georgia context:

Mentoring Models. Questions on program types were included to provide individual mentoring and youth development organizations the chance to display their distinctive approaches and, more broadly, to reveal the diverse ways the field organizes to surround youth with caring adults.

Outcomes Measures. Questions on the specific types of outcome measures collected afford individual mentoring and youth development organizations the opportunity to display their distinctive goals and priorities.

Youth Subpopulations. Questions on youth gender, race, and age were included to obtain added information on subsets of the Georgia youth population served.

Geographical Components. Questions on specific counties in Georgia served by programs were included to reveal the extent of regional integration of structured mentoring and youth development programs.

Cultural Competency Measures. Given Georgia's demographic diversity, survey questions were included on the inclusion of cultural competency in programs' missions and professional development offered, as well as measurements of diversity within board, staff, and mentors.

Youth Recruitment Approaches. In addition to questions on mentor recruitment strategies, questions on youth recruitment approaches were included to further illuminate the youth pipeline in Georgia.

Most survey questions were composed by MENTOR and accepted by the Fanning Institute, and a handful of survey questions were composed by the Fanning Institute and reviewed collaboratively by MENTOR staff. Modifications were made through an iterative process of drafts and feedback. See Appendix A for a copy of the final survey.

The final survey was administered by a web-based questionnaire distributed by SurveyGizmo. The survey instrument consisted mainly of closed-ended response items, allowing for either yes/no or Likert-type scale responses. The survey also included a limited number of open-response items. The survey was available in two formats:

1. Closed-Link: Email invitations and survey web links were distributed to the key contacts identified at known mentoring and youth development programs operating in Georgia.
2. Open-Link: In addition, an open link to the survey was also posted on MENTOR's web site, www.georgiamentors.org, and www.twitter.com/georgiamentors to facilitate open access. The open-link survey allowed anyone with the survey URL to complete the survey.

TARGET RESPONDENTS, SURVEY DISTRIBUTION, AND RESPONSE RATES

Despite semantic or programmatic differences, all of the organizations surveyed here work intentionally to surround Georgia youth with caring adults and/or peers and support those relationships over time. The target population included a wide range of diverse organizations across the state, including nonprofits, public schools and districts, faith-based institutions, government agencies, institutions of higher education, public-private partnerships, and more.

Some organizations mentor youth informally, fostering a natural connection between youth and a caring adult or peer, such as a teacher or coach, a relative, or someone from their place of worship. Others mentor youth formally, facilitating connections between young persons and caring adults/peers through an organized, mentoring-focused program. Some organizations recruit, train, and support non-professional, volunteer mentors, while others recruit, hire, and monitor certified professionals. Some facilitate 1-to-1 matches, while others have a few adults create a safe, positive, and consistent space for the same group of youth.

Youth camps, community-based youth events, and chambers of commerce are examples of organizations that were not sought out for the survey because although they offer mentoring experiences, they either entail shorter mentor-mentee matches or serve as intermediaries rather than as frontline youth-serving agencies. Any Georgia-based organization that is engaged in mentoring but was not sought out by our research team was omitted unintentionally.¹

Prior to administering the survey, the Fanning Institute created a Youth Mentoring Program Database that included program and contact information of structured mentoring and youth development programs in Georgia. In early 2016, staff at MENTOR: National Mentoring Partnership provided the Fanning Institute with their most up to date list of Georgia-based mentoring and youth development programs. The list included 55 self-identified mentoring organizations. Through phone calls and emails, extensive outreach efforts were conducted to update and correct information and identify new mentoring and youth development organizations operating in Georgia. As of June 2016, the Fanning Institute's revised database included 355 mentoring and youth development organizations. More than two-fifths (42%) of those programs responding to the survey were established in the last five years.

The Fanning Institute's revised database served as the primary resource for survey outreach. In early May 2016, relevant program staff at each of the identified mentoring and youth development organizations received an email that included the link to the web survey. In addition, three reminder emails and multiple follow-up phone calls were made to increase the response rate. In some cases, such as with the YMCA, Boys and Girls Club, Georgia 4-H, Communities in Schools, and other organizations, the state alliances of youth-serving organizations emailed the survey on behalf of the Fanning Institute to provide additional context for the opportunity and offer extra encouragement to increase the response rate. In

1 Youth-serving programs in Georgia can still enter their information at www.georgiamentors.org.

a few instances, the state alliances filled out the survey on behalf of their local programs. The survey closed in June 2016 to proceed with data analysis.

RESPONSE RATES

Of the 355 identified mentoring and youth development organizations, 186 (52%) completed the web version of the Youth Mentoring in Georgia Report; 67 of these organizations run multiple youth mentoring programs. Therefore, this report provides information on 220 youth mentoring programs run by 186 organizations.² These results reflect respondents to the survey and not all mentoring programs in the entire state.

QUANTITATIVE ANALYSIS OF VALID RESPONSES

The foundations of the report are simple frequencies based on the 220 responses. The total number of valid responses for any particular question may vary from 220 because some individuals, either intentionally or inadvertently, failed to answer one or more of the questions. Contingency table analyses, t-tests, and ANOVAs were conducted to identify any statistically significant differences between key subgroups of the respondents:

Age of Program / Years in Existence. How long the program has been in existence.

Program Model. Whether the program is a stand-alone program or a component of a larger youth program.

Mentoring Model. Which of the following six categories are employed:
one-on-one (one adult mentor meeting in person with one mentee);
group (one or several adult mentors working with a group of mentees);
blended one-to-one and group (adult mentors and their mentees do both group and one-to-one activities);
team (several mentors working with one mentee);
e-mentoring (adult mentors and mentees meet primarily online);
cross-age peer mentoring (older youth mentoring younger children, either one-to-one or group); and
other (an open response option which allowed for individuals to describe their distinctive program that might not fit any of the first five categories).

Program Size. Number of youth served.

In all, differences between responses based on most program characteristics and various agency (i.e., organizational) characteristics were investigated.

The 2017 Youth Mentoring in Georgia Report is the first landscape analysis for Georgia. Comparable data from prior years is unavailable, making changes and trends nearly impossible to explore. However, the present research will make it possible for future survey iterations to consider comparative data and to highlight cases where statistically significant differences exist.

Comparative data are shown for those cases where a statistically significant difference was

² Some organizations reported on some but not all of their youth mentoring programs. This report focuses on those youth mentoring programs on which agencies chose to report.

found. Subgroup differences were tested for statistical significance using the chi-square and Fisher's exact test statistics. The Fisher's exact test was used in cases where one or more of the cells had a frequency of five or less. Cumulative logistic models were used in cases where there were intrinsically ordered responses with more than two possible outcomes. For all tests, a 95% confidence interval ($p < .05$) was used as an acceptable standard to determine statistical significance, and is the basis for all claims of significance (or lack thereof) within this report.

QUALITATIVE ANALYSIS OF OPEN-ENDED RESPONSES

Open-ended responses to the web-based survey were entered into a database and analyzed using thematic analysis, a standard qualitative technique to analyze the content of the responses. The approach involved multiple readings of the data set and the assignment of themes around recurring ideas. Once themes were identified, each response was coded by its appropriate theme. The coded responses were then read and reread in their thematic grouping to further identify patterns. The findings of the qualitative analysis are referred to in the body of the report.

Major Findings

The 2017 Youth Mentoring in Georgia Report report is based on information from 220 structured youth mentoring programs run by 186 organizations in Georgia. Of these organizations, 119 have a single mentoring program under their purview. The remainder run multiple mentoring programs.

AGENCY TYPE

- 71% nonprofits
- 16% K-12 school or district
- 13% religious, higher education, government, for-profit, and other

CURRENT STATE OF MENTORING IN GEORGIA

Agency Type

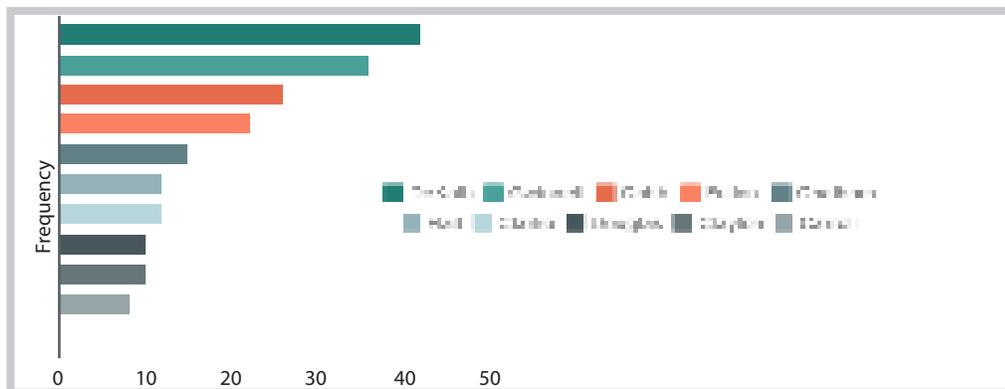
A diverse array of organizations advance mentoring and youth development initiatives in Georgia. Most survey respondents self-identify as nonprofit, or K-12 school or district (87%). The remainder are well distributed among religious institutions, government agencies, institutions of higher education, and public-private partnerships. Other agency types included school-business partnerships, a nonprofit-government partnership, and contract work.

Geographical Information

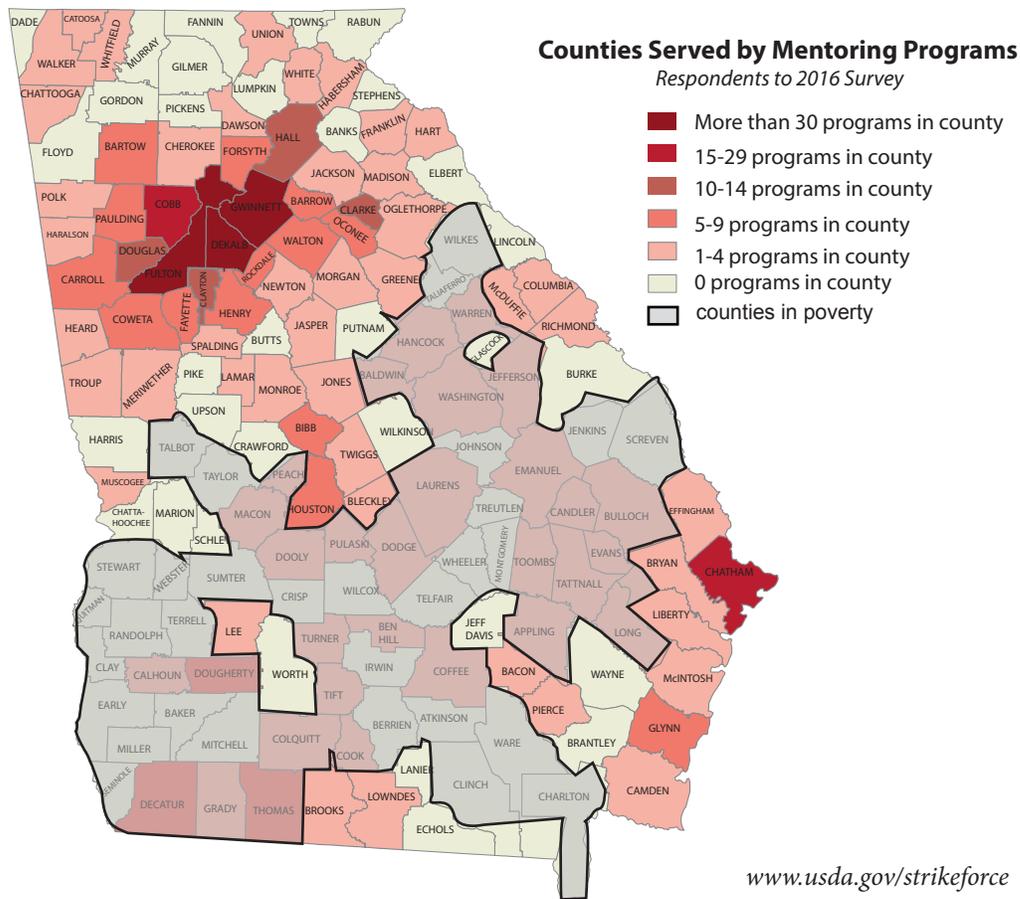
Two out of every five mentoring and youth development programs serve youth in the core of the metropolitan Atlanta area — Fulton, DeKalb, Gwinnett, Cobb, and Clayton counties. Broadening the view to include the counties encompassed by the Atlanta Regional Commission,¹ 42% of the mentoring and youth development programs serve youth in the extended Atlanta region. The remaining programs serve youth who are well distributed across Georgia's regions (see Appendix D), including the Northwest (7%), Georgia Mountains (10%), Northeast (16%), Central Savannah River (5%), Middle Georgia (5%), Three Rivers (9%), River Valley (2%), Heart of Georgia Altamaha (6%), Coastal (9%), Southern (5%), and Southwest (5%) regions. Seventy-seven (42%) of the organizations surveyed reported serving youth in multiple Georgia counties. For a detailed list of the counties served by youth-serving programs, see Appendix C.

Youth Programs by County

The top 10 most frequently cited counties where youth are served included (see Appendix C):



¹ The Georgia Association of Regional Commissions designates 12 separate regions for the state of Georgia. Using this framing, the Atlanta area is known as the Atlanta Regional Commission and includes Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Fulton, Gwinnett, Henry, and Rockdale counties.



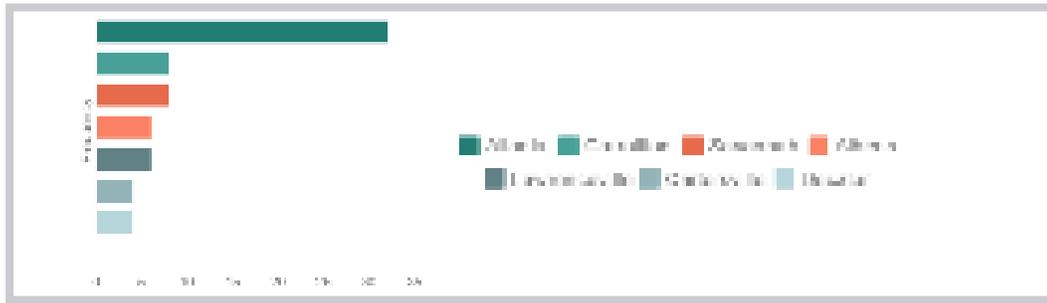
The map above presents the headquarters of all structured youth mentoring programs that responded to the 2017 Youth Mentoring in Georgia Report. As depicted, there is a large cluster of youth mentoring programs located around the Greater Metro Atlanta region. This 'supply' of mentoring is contrasted by the need in some of Georgia's counties with the highest rates of poverty as evident by the USDA Strikeforce at Work map.

In addition to listing the counties in which youth served reside, mentoring and youth development programs were asked to provide the cities in which their administrative offices are located, as well as any general site-based locations where mentoring activities take place (e.g., schools, places of business, community-based organizations, churches, synagogues, etc.). In most cases, the city reflects the location of the (site-based) youth mentoring program. However, community-based programs by definition do not take place in a designated location, but instead occur throughout the community and sometimes across county lines.

Every county in the state offers some mentoring programs such as 4-H, Boy Scouts and Girl Scouts, Boys and Girls Clubs, school and faith-based programs.

Location of Georgia Youth-Serving Programs

Georgia cities that boast the highest concentration of programs for respondents include:



Georgia youth-serving programs also were asked to indicate where their youth-mentor meetings take place. Most programs facilitate youth-mentor meetings at multiple different places in the community. The most commonly selected locations included afterschool programs, K-12 schools, and ‘out in the general community.’ Very few programs (1%) surveyed facilitated meetings through technology. The most common other meeting location described was (residential) homes, with less frequent references to libraries, summer camps, and a barbershop.

Program Characteristics

More than half of the programs have existed for more than 5 years. More than half of the programs are well established with 38% having been in existence for 10 or more years. One-fifth have offered mentoring for more than 20 years. Of the remaining programs, 16% have been operating for less than 1 year and 26% for 2 to 5 years.

Program staff size varies widely. Most programs (20%) reported having one dedicated full time staff equivalent (FTE), with a range of 0 to 278 and a total of over 1,600 staff spread out over all programs. Thirty-four programs report having fewer than one dedicated FTE staff member.

One youth to one adult is the most used mentoring model. The most used mentoring models are a one-to-one approach (38%), a group model (29%), or a blend of those two models (19%). Fifteen percent of the programs reported using team, cross-age, or other mentoring models. Finally, no programs cited using an e-mentoring approach, where adult mentors and mentees meet primarily online. Other models included similar age peer-to-peer mentoring, youth mentoring senior citizens (about technology), and other blended formats.

MENTORING MODELS USED BY RESPONDENTS

	# Using Model (186 respondents)	%
1-to-1: one adult mentor meets in person with one youth mentee	67	37
Group: one or more adult mentors work with a group of youth mentees	31	29
Blended: Use both group and 1-to-1 activities	8	19
Team: Several mentors work with one mentee	5	<1
Electronic: Adult mentor and mentees meet online	3	0
Cross-age peer: Older youth mentor younger youth, either 1-to-1 or group	3	7
Other	3	7

Youth Participants

Program staff were asked to provide their best estimates of the number of youth served annually (i.e., based on most recent 12 months of data). It is important to keep in mind these are absolute minimum numbers for youth being mentored in the state of Georgia. These numbers reflect only those relationships at youth mentoring programs that responded to the 2016 Youth Mentoring in Georgia Report and provided youth counts.

Youth served annually. Based on the 179 programs (81%) responding to this question, more than 71,800 Georgia youth, ages 6–24, participated in formal mentoring relationships in 2015-2016.

Number served per program. Youth mentoring programs varied widely in the number of youth served. Reported numbers of youth served annually ranged from 0² to 10,000, with a median of 35 youth served per program. Roughly one-half (53%) of programs reported serving fewer than 50 youth.

Mentoring is well utilized as a youth development strategy across a broad spectrum of youth. Both male and female youth are well represented in mentoring relationships. Youth of all ages participate, with the majority representing middle and high school aged youth. In terms of racial/cultural identity, youth of color are more likely to be engaged in mentoring relationships. More than 65% of those mentored are youth of color, with the majority being Hispanic / Latino(a) (13%) and African American (35%).

Mentoring reaches youth population in need of relationships with caring adults. Georgia’s mentoring and youth development programs were asked to estimate the percentage of youth mentees they serve who fall under a variety of subpopulations. Survey findings reveal that Georgia mentoring and youth development programs are reaching youth populations in need of additional relationships with caring adults and/or peers. The most frequently cited subgroups include youth from low-income families, youth from single-parent households, and academically at-risk students. All of these circumstances are correlated with risk factors for youth:

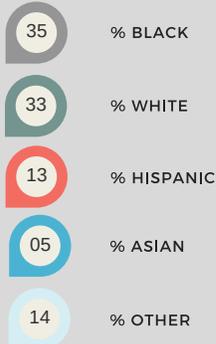
Fifty-seven percent of programs reported that at least 75% of the youth served by their program are from low-income families;

Slightly more than one-third (34%) of programs reported that at least 75% of the youth served by their program are academically at-risk;

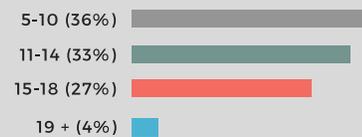
2 A few programs are in development and plan to begin mentor-mentee matches next year.

PROFILE OF MENTEES

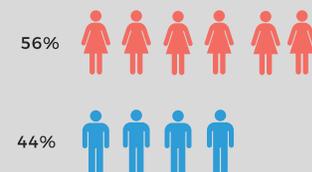
RACE/ETHNICITY



AGE



GENDER



One-quarter of programs reported that at least 75% of the youth served by their program are from single-parent households; and

Nearly one-third (29%) of programs reported that at least 75% of the youth served by their program represent the first generation of their family to go to college.

14% of programs report that at least 75% of youth served are academic achievers.

More than 71,800 Georgia youth participated in mentoring programs in 2015-2016

Other identified subpopulations served include youth who are pregnant or are early parents, youth who left school prematurely, youth who are victims of sexual exploitation, runaway or homeless youth, youth whose parents are military, youth with mental health needs, and gang involved youth.

No youth-serving programs responding reported serving LGBTQ youth.

Mentors

The presence of a mentor in the life of a young person can make a tremendous difference. Researchers have linked caring youth-adult relationships to multiple positive youth outcomes like school performance and academic success, social-emotional health, college access and persistence, and workforce readiness and employment. Success in those intermediate outcomes can help propel young people to graduate high school, persist in college, gain employment, and give back to their community.

As critical as caring adults and/or peers are to Georgia's mentoring and youth development organizations, the present survey sought to better understand how Georgia mentors are recruited, matched, supported, and replicated in the field.

More than 20,500 Georgians volunteered as mentors in 2015-2016

Program staff were asked to provide their best estimates of the number of individuals serving as mentors annually (i.e., based on most recent 12 months of data). Mentors are matched annually based on the 178 organizations (97%) responding to this question. More than 20,500 individuals (ages 14+) served as mentors in formal mentoring relationships in 2015-2016.

Additionally, programs were asked to estimate the percentage of mentors who fall under a variety of subpopulations. Respondents rely most frequently on high school students, employees of corporate partners, young professionals, and members of various affinity groups such as faith-based institutions or civic groups. Overall, mentors come from a wide diversity of subgroups.

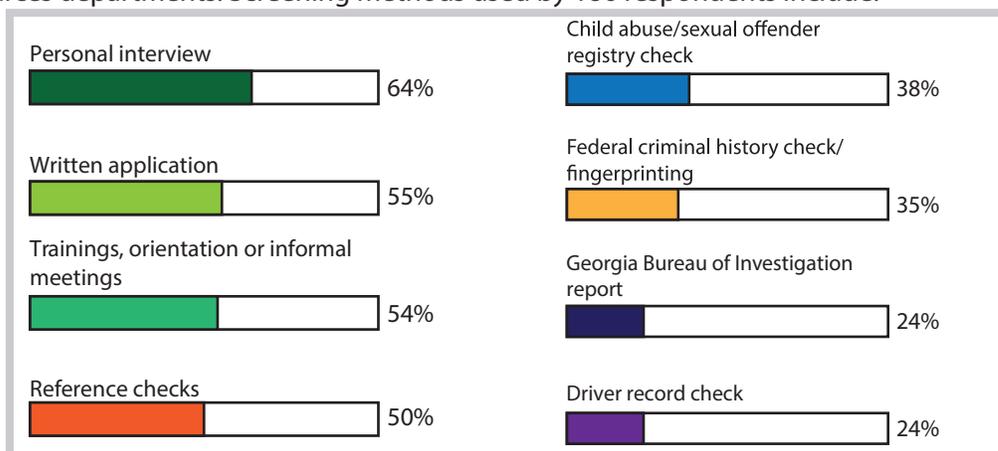
Teachers and local schools are key recruiters of mentors. As a means to further illuminate the ways in which Georgia youth are meaningfully connected with caring adults and/or peers, information was also collected on youth recruitment and referral. The primary means by which Georgia youth are recruited or referred to mentoring and youth development programs is by local schools and teachers (54% of all programs). Other ways that youth are referred to programs include word of mouth, program staff, and other mentees.

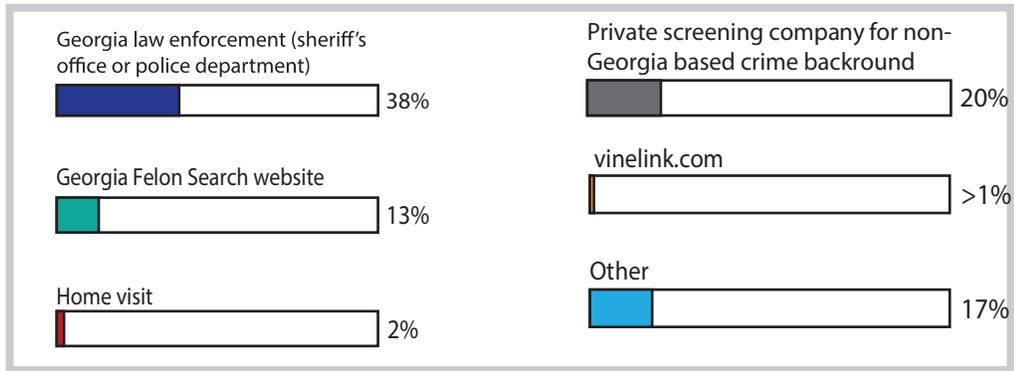
WHO MENTORS GEORGIA YOUTH?

	# of Mentors Model (186 respondents)	%
High school students	3,400	16
Employees of corporate partners	3,200	15
Young professionals	3,000	13
Members of affinity groups (e.g. civic, cultural, religious, alumni, professional)	2,900	13
Teachers / school employees	2,000	9
College students	1,900	9
Retirees	1,600	7
Former mentees in the program	1,500	7
Employees in a specific targeted field	1,100	5
Local and state government employees	500	2
Nonworking and unemployed people	300	1
AmeriCorps or other national service program	200	1
Middle school students	200	1
Spouses co-mentoring	100	1

Word-of-mouth is leading recruitment strategy. Given the critical importance of volunteers for mentoring, information was also collected on mentor recruitment and referral. Two-thirds of programs reported using word-of-mouth as their most common mentor recruitment strategy. More than one-half (53%) of programs reporting using community events and in-person presentations by staff.

How programs screen mentors. Youth-serving programs also provided information on their mentor screening requirements. Of those programs responding, one-half or more of programs reported the following mentor screening requirements: personal interviews, written applications, pre-match training, and reference checks. Other methods reported included compliance trainings through school districts and background checks through human resources departments. Screening methods used by 186 respondents include:





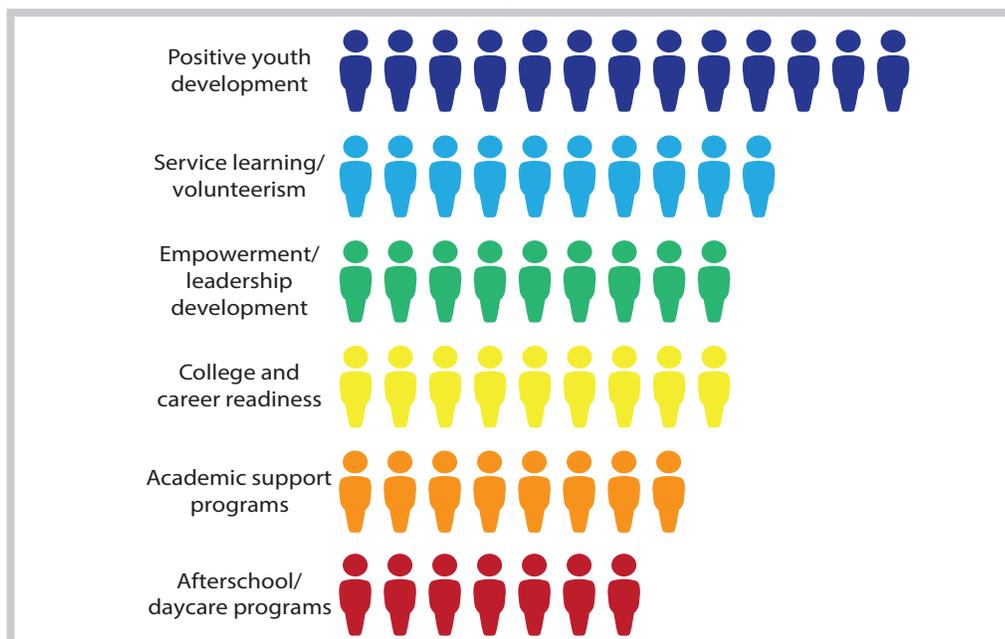
Program Goals

There is a wide variety of program goals championed by mentoring and youth development organizations in Georgia. Survey respondents were given a list of 22 potential youth impacts (including other with the option to code a unique response) and asked to select the core goals or intended impacts that their mentoring program is designed to address. Respondents were asked to choose up to a maximum of four core goals for their program.

The most frequently cited intended impacts of mentoring and youth development programs in Georgia were improved life and social skills (54%), general youth development (46%), increased academic enrichment (41%), and leadership development (41%) of the youth served.

Other intended youth impacts recorded include faith development, literacy, identity development, recreational activities, mental health and well-being, resiliency, juvenile justice or re-entry, violence prevention, pregnancy prevention, and substance abuse.

A bright spot for mentoring and youth development agencies in Georgia is the diversity of expertise and program services provided by the organizations that were surveyed. In 2015-2016 Georgia youth-serving organizations offered not only mentoring programs but also a wide range of other services to youth and their families. The most commonly referenced programs or services in addition to mentoring were:

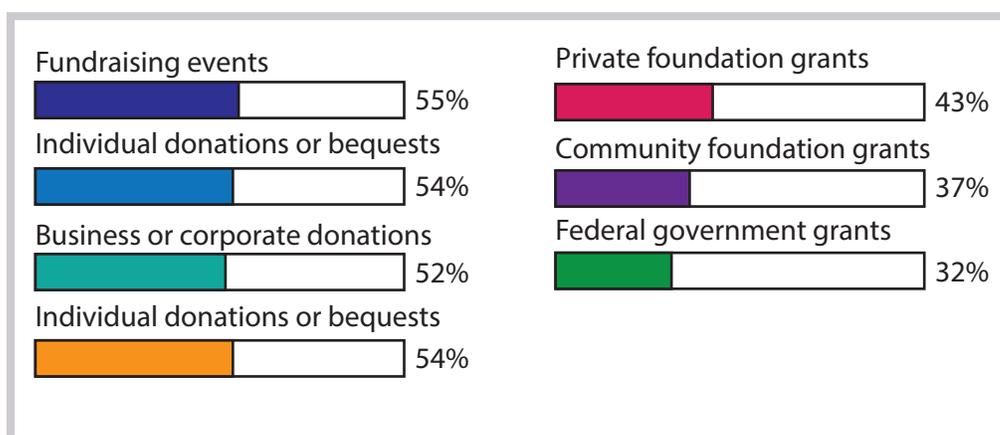


Other programs or services indicated by respondents included Christian discipleship, counseling victims of human trafficking, youth sports, health and exercise training, case management, and other services.

Program Funding

Programs were asked to provide information on their annual budgets.³ Programs that are a component of a larger organization were asked to provide the annual budget for just the mentoring component of their program. More than one-half of programs responding listed their annual budget as less than \$25,000, and more than two-thirds reported annual budgets of less than \$50,000.

Mentoring and youth development programs in Georgia have built a diversified funding base. Program staff were asked to estimate the percentage of current funding for their specific mentoring programs that come from various sources.



While many youth-serving programs have funding sources in common, the majority of programs are funded by multiple sources, with none of these sources accounting for the majority of any one program's budget.

ANNUAL PROGRAM BUDGET		
Budget Amount	# Organizations (170 Respondents)	% of Respondents
< \$10,000	73	43%
\$10,000 to \$25,000	22	13%
\$25,000 to \$50,000	22	13%
\$50,000 to \$100,000	21	13%
\$100,000 to \$250,000	14	8%
\$250,000 to \$500,000	7	4%
\$500,000 to \$750,000	2	1%
\$750,000 to \$1 million	2	1%
> \$1 million	7	4%

³ The annual budget includes (1) expenses for payroll, administration, occupancy, materials, travel, events, etc. and (2) in-kind benefits, such as donated office space, marketing, legal services, advertising space, and match activities. The annual budget does not include the value of time donated by mentors.

Key Trends in Mentoring

The 2017 Youth Mentoring in Georgia Report reveals trends among youth-serving organizations in the following areas:

- Youth counts;
- Program staff counts;
- Budget trends;
- Site locations;
- Mentor-mentee match length; and
- Program goals.

Number of Georgia youth in mentoring programs increased in 2015-2016.

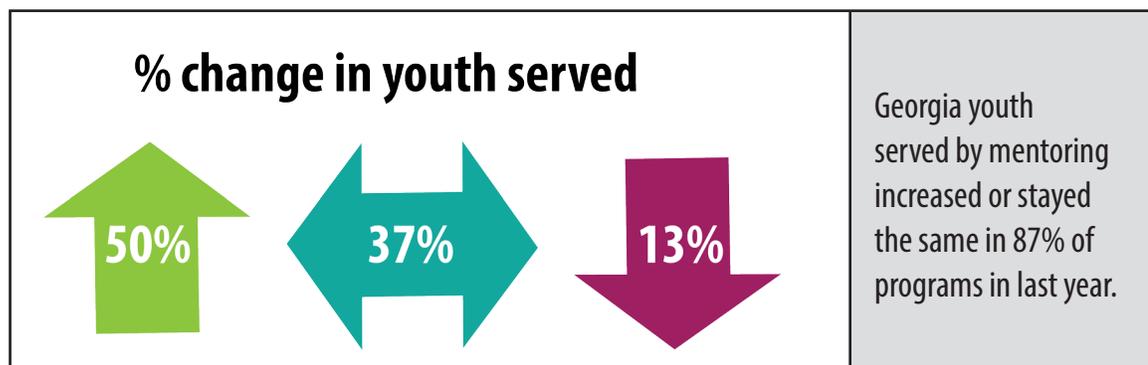
The vast majority (87%) of programs report either stable or increased youth counts since last year. One-half of Georgia programs reported growth since last year with the primary reasons being increased community interest, increased youth enrollment, and increased recruitment of volunteers. Thirteen percent of programs reported a decline in youth served counts and cited loss of funding, decrease in volunteers, and changes in staffing as key factors. The remainder (37%) served the same number of youth since last year.

While currently a few programs serve the majority of youth, still there are many programs in Georgia that serve smaller numbers of youth. The ten largest programs serve almost 70% of all youth, and the 20 largest programs serve 80% of all youth. However, the median program serves 50 Georgia youth, with the largest program serving 10,000.

The number of years a program has been operating is significantly related to the number of youth served. Younger, more recently developed programs are significantly more likely to serve smaller numbers of youth annually. Generally, the more established the program, the more likely it is to serve larger numbers of youth. There are, however, some fairly new programs that serve thousands of youth.

Program staff counts are stable for most organizations since last year.

The vast majority (92%) of programs report either stable or increased FTE staff counts since last year. Twenty-six percent of Georgia programs reported FTE staff growth, while 8 percent of programs reported a decline in the number of FTE staff in the last year. The remainder (66%) maintained the same number of FTE staff over the course of the last year.



Budgets have been mostly stable over the past three years.

The majority (84%) of programs report either stable or increased budgets over the last three years. Only 24% of Georgia programs reported budget growth compared to 60% reporting roughly the same budget over the last three years. Eleven percent of programs reported a shrinking budget, and five percent reported fluctuating budgets.

- **Programs serving greater numbers of youth were significantly more likely to report higher annual budgets.** Forty-eight percent of programs serving at least 50 youth reported an annual budget of at least \$50,000, compared with 13% of programs serving less than 50 youth.
- **Older/more established programs were significantly more likely to report higher annual budgets.** Forty-three percent of programs established at least five years prior reported an annual budget of at least \$50,000, compared with 14% of programs developed within the last five years. There are similar findings when extended to ten years. Forty-three percent of programs established at least 10 years prior reported an annual budget of at least \$50,000, compared with 23% of programs developed in the last 10 years.
- **Programs with increased levels of monthly contact were significantly more likely to report higher annual budgets.** Fifty-eight percent of programs with matches meeting for at least six hours monthly reported an annual budget of at least \$50,000, compared with 20% of programs with less frequent monthly contact.¹

The above three areas of inquiry — youth counts, program staff counts, and budget trends — reveal important operational capacity considerations. Namely, the number of youth served by mentoring and youth development organizations in Georgia is currently outpacing both staffing and funding. Fifty percent of programs report that the number of youth served increased last year, while roughly only 25% of programs report increased budgets and full time staff. While programs report a variety of staff sizes, ranging from 0 to 278 and a total of over 1,600 staff spread out over all programs, most programs (20%) report having only one dedicated full time staff equivalent (FTE). Thirty-four programs report having fewer than one dedicated FTE staff member. In short, programs are doing more with less.

The number of youth served by mentoring programs in Georgia is outpacing staffing and funding

Where do mentors meet with mentees?

The key subgroups of the survey respondents based on overarching program characteristics and program model were analyzed and while no statistically significant associations were found between program age and program model, the following trends emerged:

Group mentoring programs were more likely than 1-on-1 programs to meet out in the community.

Group programs, blended programs, and cross-age mentoring programs were more likely to meet in religious settings than 1-on-1 programs.

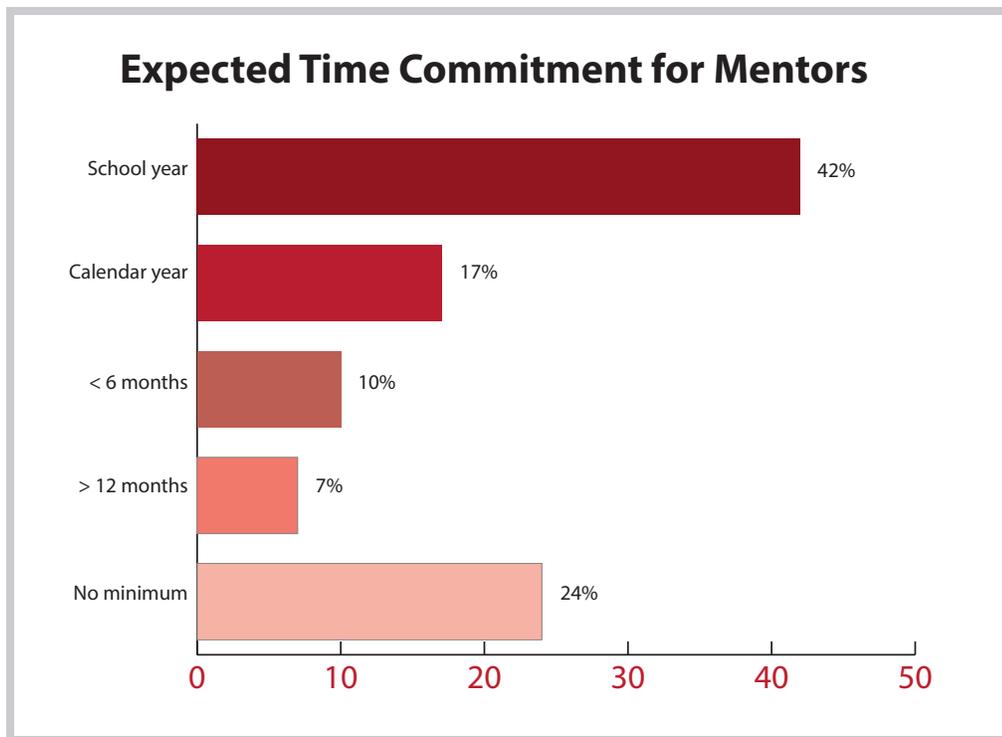
Programs that are based in other locations (e.g., homes, camps, etc.) tended to be older than programs based everywhere else by roughly one year.

¹ It is worth noting that these associations remain even after controlling for the other variables. For example, older programs tend to report larger budgets, even after controlling for the number of youth served and the commitment intensity.

How long is the commitment for mentor-mentee matches?

How long mentors and mentees are matched together, as well as how frequently they meet, are critical measures of quality. In the youth mentoring field, mentors and mentees meeting a minimum of once a week and a total of four or more hours per month over the course of the relationship is considered best practice.² For example, studies have shown that youth who were in mentor-mentee matches that lasted more than 12 months reported significantly higher levels of self-worth, academic competence, social acceptance, improved relationships with their parents, and other positive benefits than youth who were in more temporary matches.³

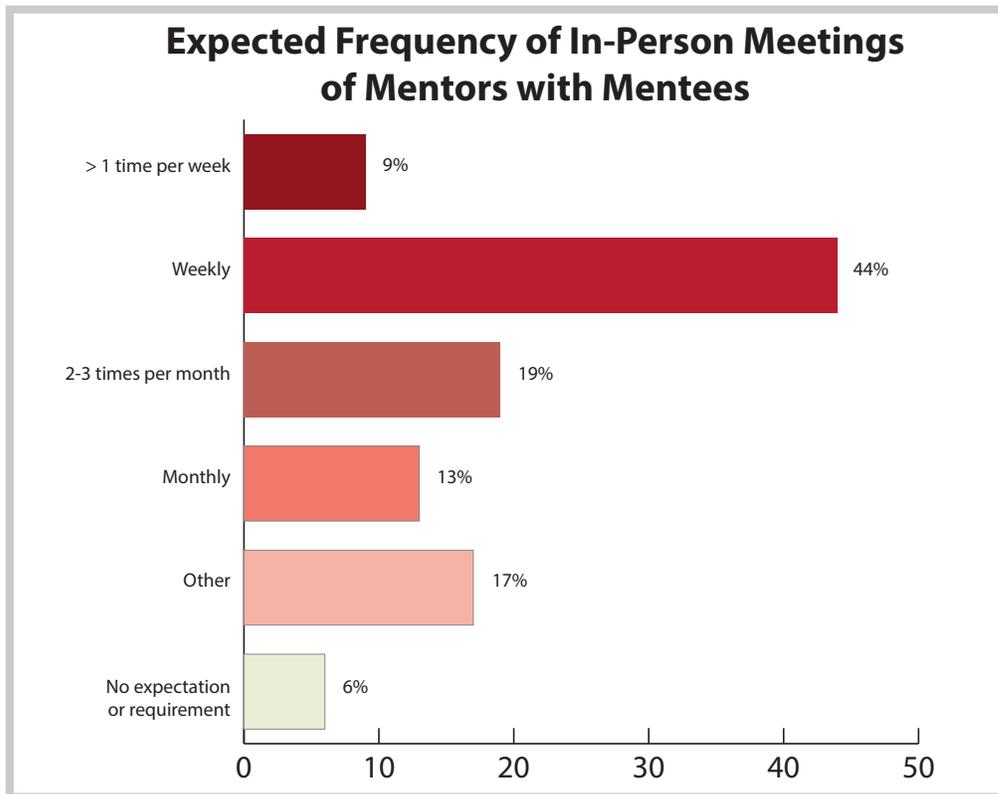
To learn more about such quality measures in Georgia, the survey asked program staff to describe the expected length of match commitment for their programs as well as the frequency of meetings. As highlighted below, Georgia mentoring and youth development programs focus on building long-lasting relationships. The majority (66%) of programs reported expected match duration to be at least one school year or longer, and one-quarter of all programs asked for a commitment of at least 12 months from mentors. Programs which include some component of a 1-to-1 mentoring model (i.e., pure 1-to-1 models and blended models) are significantly more likely to expect longer match commitments.



Consistency is valued by Georgia's youth-serving programs. More than half (53%) of the mentoring programs required at least weekly meetings between mentors and youth, and another 19% required mentors and mentees to meet two to three times a month. Other expected frequencies included biweekly, twice per month, and daily.

² See especially MENTOR: The National Mentoring Partnership's Elements of Effective Practice for Mentoring 4th Edition.

³ See Rhodes, J. & Grossman, J. (2002). The Test of Time: Predictors and Effects of Duration in Youth Mentoring Relationships. *American J. of Community Psychology* 30 (2).



Programs promoting one-on-one relationships are statistically significantly more likely to expect longer match commitments. Thirty-one percent of programs promoting 1-to-1 relationships, including those promoting a blend of 1-to-1 relationships and group mentoring, report expected match length commitments of one year or more, compared with 11% reported by other program models.

Survey respondents reported a wide range of time spent between youth mentees and their mentors, ranging from no requirement to more than 10 hours monthly. The most frequent responses were 3–5 hours and 1-2 hours per month. One-fifth of mentoring programs reported youth mentees and mentors meeting in person for more than six hours per month.

Older, more established programs are significantly more likely to report their matches spending greater amounts of time together per month. Thirty-one percent of programs created five or more years ago reported that matches are, on average, meeting in-person for greater than six hours per month, compared with 15% of more recently established programs (created less than five years).

Programs that do group-based mentoring expect more intense mentoring than those which use other models. Thirty-nine percent of group-based mentoring programs require six or more hours of contact per month, as opposed to 18% of those with other models.

Program Goals

A final set of trends from the field can be seen thanks to comparative analyses of programs' goals, organizational experience, and models:

More established programs are significantly less likely to cite college readiness as the primary intended impact of their program.

Eight percent of programs established more than five years ago reported college readiness as their primary intended program impact, compared with 22% of programs established more recently.

Programs that promote 1-to-1 mentoring are significantly more likely to cite academic support, life skills and social skills, and caring adult relationships as the primary intended impacts of their program.⁴

Programs that promote 1-to-1 mentoring are also significantly less likely to cite violence prevention as the primary intended impact of their program.

Zero percent of programs promoting one-to-one relationships reported violence prevention as their primary intended program impact, compared with 6% of programs that utilize other mentoring models with higher adult to youth ratios.

Programs that meet more frequently (more than 6 hours a week) are significantly more likely to cite identity development, and also significantly less likely to cite caring adult relationships, as the primary intended impacts of their program.

Eighteen percent of programs that meet at least 6 hours weekly reported identity development as one of their primary intended program impacts, compared with 6% of programs that meet less frequently. Eighteen percent of programs that meet at least 6 hours weekly reported caring adult relationships as one of their primary intended program impacts, compared with 35% of programs that meet for fewer hours weekly.

⁴ Primary intended impacts reported by programs promoting one-to-one relationships are academic supports (28%), life and social skills (58%), and caring adult relationships (39%). This compares with other mentoring models that report primary intended impacts as academic supports (13%), life and social skills (43%), and caring adult relationships (19%).

Unmet Needs

Frontline organizations that work with young people are the foundation of a robust regional system that helps guide youth to enter a career. As such, the Youth Mentoring in Georgia Report aims to consider ways they might be supported so that, ultimately, Georgia youth are well served. In what follows, a series of unmet needs unearthed by the survey are discussed, including:

- Program needs;
- Mentoring standards;
- Consistency for youth;
- Mentor-mentee match termination;
- Wait lists;
- Mentor training;
- Diversity;
- Program assessment; and
- The scope of mentoring in Georgia.

Program Needs

Youth-serving programs were provided with a list of 17 potential program challenges (including other with an option to write in a unique response), and asked to choose up to four relevant challenges to their program. The most frequently cited challenges were fundraising and grantwriting, mentor recruitment, and parent and family engagement.

Other challenges included operating with limited organizational capacity, encountering parent and student apathy, and navigating a highly transient community.

- **Programs with one-to-one and blended mentor models are significantly more likely to report mentor recruitment as one of their top challenges.** Forty-eight percent of programs with 1-to-1 or blended mentoring models reported mentor recruitment as one of their top three challenges, compared with 29% of programs with other models.
- **1-to-1 mentoring programs are significantly less likely to report integrating youth development principles as one of their top challenge.** Only 3% of these programs report this as a challenge compared to 15% of other programs.
- **1-to-1 mentoring programs are more likely to report making strong matches and supporting those matches as challenges** (19% vs. 6% of others and 19% vs. 6%, respectively). They are also less likely to report professional development of staff as a key challenge (3% vs. 21%).

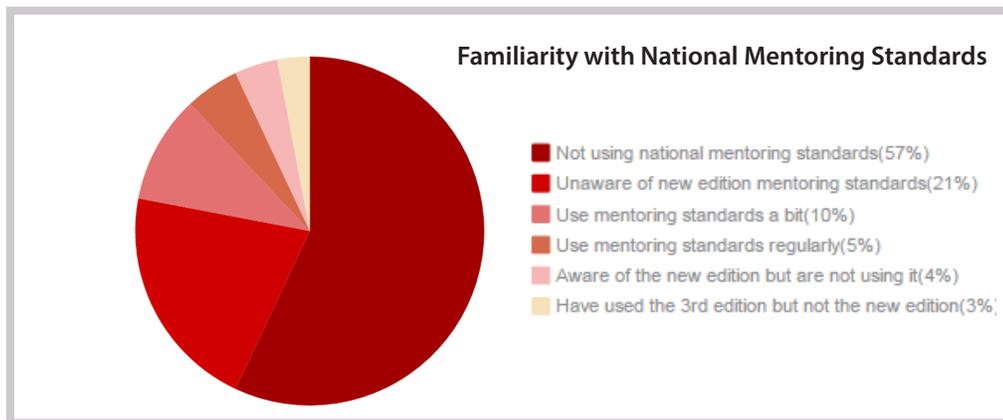
High Quality Standards

In the youth development field, mentoring standards are like true north. Many mentoring and youth development organizations organize around, self-assess, and strive to meet a set of research-based standards that advance the conditions for a strong mentor-mentee match, such as thoughtful recruitment, screening, training, monitoring, and ongoing support. Regional, state, and national mentoring partnerships provide training, support,

and accountability related to such standards. While no two programs will look at mentoring standards the same way because the setting or population served influences how programs implement their mission, still mentoring standards help ensure that quality remains front and center.

MENTOR's Elements of Effective Practice for Mentoring 4th Edition represent a national set of standards for mentoring and/or youth development programs. The Elements are informed by more than 400 peer reviewed journal articles and organizational research reports. They include benchmarks that many youth-serving programs strive to achieve.

The 2017 Youth Mentoring in Georgia Report inquired about program staff familiarity with the current 4th edition of the Elements of Effective Practice for Mentoring. Not only does Georgia lack consensus mentoring standards at a state or regional level but few Georgia programs also reported integration of our national standards. Responses to familiarity with national mentoring standards follow:



Respondents also were asked, “In the last year, has your agency worked with a technical assistance provider or an intermediary support organization to improve the quality and capacity of your mentoring services?” On the whole, most youth-serving organizations did not work with a provider. Those that did worked with a wide variety of providers including technology-based programs, in-house trainings, Office of Juvenile Justice Delinquency and Prevention services, and others such as United Way, MENTOR, nonprofit or for-profit consulting firms, and state or local partnerships. Other capacity building opportunities included various other nonprofits such as religious institutions, the Office of Juvenile Justice Delinquency and Prevention, and chambers of commerce.

Consistency for Youth

Approximately four-fifths of programs report currently tracking their match retention data. Many programs have mentor-mentee matches that are not lasting long. Based on the 134 programs reporting, the average length of a match is 16.4 months. However, there is a wide variety of average length of matches reported by programs, ranging from 1 to 121 months, with a median of 10 months. Forty-two percent of programs reporting an average length of match that is less than 10 months.

Many mentor-mentee matches are not reaching their minimum commitment. When program staff were asked to report what percentage of their mentor-mentee matches met the minimum length of commitment, the majority (71%) of programs reported that

mentor-mentee matches terminating early was either an occasional or common occurrence last year. Just over one-third (36%) of all programs reported that less than 75% of their mentor-mentee matches met their commitment last year. A surprisingly high twenty-three percent (42 programs) reported that less than one-half of their mentor-mentee matches met their commitment. Only 29% of programs reported that more than 90% of their mentor-mentee matches met their minimum commitment. The list below illustrates programs' early termination track record last year.

- **Programs which expected longer commitments reported a greater percentage of matches meeting the minimum requirement.** Seventy-one percent of programs expecting a full school year's commitment reported a completion rate above 75% compared to 49% of programs expecting less than a school year.
- **Programs which had longer average commitments also reported a greater percentage of commitments meeting the expectations.** Eighty-six percent of programs with an average commitment of over 12 months reported over 76% of commitments meeting expectations, compared to 52% with average commitments below 12 months.
- **Programs which had longer expected commitments also had longer average commitments.** Programs which expected at least a school year had an average commitment length of 18 months, compared to 12 months for programs which expected less than a school year.

Mentor-Mentee Match Termination

Understanding reasons why mentor-mentee matches end unexpectedly can help program staff avoid potential future disruptions and enhance relationship consistency among youth. For programs reporting that some of their mentor-mentee matches ended early, respondents were given 10 reasons (including other) and were asked to share the three most commonly cited causes for early match termination. Unsurprisingly, the most commonly referenced reasons involve realities that are difficult to predict and/or avoid; namely, changes in life circumstances for mentees and changes in life circumstances for mentors. However, other reasons cited by youth-serving programs, such as unfulfilled expectations, family lack of support, and inability to bridge cultural differences, provide program staff with fodder for future strategic decision making. The remaining reasons based on 171 respondents are:

- Mentee had a change in life circumstance (e.g. moved away, changed or left school) (45%);
- Mentor had a change in life circumstance (e.g. moved away, changed or left school) (43%);
- Unknown (program doesn't track reasons) (21%);
- Mentor had unfulfilled and/or unrealistic expectations of mentoring experience (12%);
- Limited staff time or resources to provide adequate match support (12%);
- Family interference or lack of support (10%);
- Mentee had unfulfilled and/or unrealistic expectations of mentoring experience (6%);
- Inability to bridge cultural differences (2%); and
- Mentor did not feel youth need support (<1%).

Programs with shorter requested length of commitment are significantly more likely to have lower match termination rates. Twenty-three percent of programs with requested length commitments of less than one year reported less than 10% match termination rates, compared with 44% of programs requested match commitments of one year or longer.

Programs requiring consistent contact and spending greater amounts of time together are more likely to report low match termination rates.¹ Sixty-six percent of programs with match meetings on at least a weekly basis reported less than a 25% match termination rate, compared with 53% of programs that encourage matches to meet less frequently. Similarly, 35% of programs reporting that mentors are meeting in person with their mentees for a minimum of six hours monthly reported less than 10% match termination rate, compared with 24% of programs whose matches meet for fewer hours monthly.

Wait Lists

When program staff of youth-serving organizations are unable to meaningfully connect youth with a caring adult and/or peer, they sometimes create waitlists for youth until a mentor-mentee match can be made. Approximately one-third of Georgia programs reported that they do not track how long youth remain on waitlists before being matched with a mentor. For the two-thirds of youth-serving organizations that do track this data:

More than 5,000 Georgia youth were on a waitlist for a mentor at some point over the last year.

The majority of programs (71%) report that youth do not have to wait that long before being matched. Roughly three-quarters of females and two-thirds of males do not wait longer than six months before being matched.

There is some disparity in the distribution of persons on wait lists. Male youth spend more time on wait lists than females. On average, 34% of male youth wait six months or more before being matched with a mentor, but only 25% of female youth do.

Training for Mentors

To ensure a high quality experience for youth-adult partnerships, mentor preparation and training can have a profound effect. To that end, survey questions explored how much training is required before prospective mentors are matched with mentees, how much training is required after mentors are matched with mentees, what opportunities exist for ongoing professional development for mentors, and whether or not programs use a specific curriculum.

Program training requirements are conducted more extensively for prospective mentors than they are for mentors who have already been matched. Nearly 90% of programs reported that they require mentors to participate in pre-match training, whereas only 70% of programs require post-match training.

¹ That programs which expect more frequent contact also report better rates of completion is not obvious when looking at the 90% completion rate, but becomes clearer when looking at the 76%+ completion rate.

Amount of Training	% Requiring Pre-Match Training	% Requiring Post-Match Training
No training	12	29
1 hour	17	19
1-2 hours	33	29
3-4 hours	19	5
> 4 hours	19	18

Programs with longer match commitments are significantly more likely to require mentors to attend a pre-match training. Ninety-five percent of programs with match commitments of at least one school year required mentors to attend a pre-match training, compared with 76% of programs with shorter match commitments.

Programs with more professional development also offer more pre-match training. Ninety-six percent of programs which have at least some professional development offer pre-match training, as opposed to only 67% of those which do not.

Furthermore, survey responses reveal that, once matched, youth mentors go about their service to youth with varied contact and support. Eighty percent of mentors benefit from at least one training or support contact per month, but only one-fifth receive weekly or bi-weekly check-ins for support. Also, slightly less than one-half (48%) of mentors do not have access to a mentoring curriculum.

Diversity

Mentors came close, but did not fully represent the diversity of youth mentees. Both genders were well represented in mentoring relationships; 40% of mentors were male compared to 44% of male mentees. However, fifty-five percent of individuals serving as mentors were White, which is reflective of Georgia as a whole, but is not reflective of the diversity of mentees, the majority of whom are youth of color.²

Further, the diversity of the board members, paid staff, and/or mentors were representative of the diversity of mentees served in slightly more than one-half of surveyed programs. Fifty-eight percent of organizations reported that the diversity of youth mentees was adequately represented within paid staff, with fewer organizations reporting adequate representation among mentors (56%) and board members (52%).

Demographics of Mentors

Comparative analyses did not reveal significant relationships between programs and the youth subpopulations they serve primarily because too few organizations are tracking information around youth subgroups. On average any particular subgroup characteristic is not being tracked by approximately 20% of programs; in some cases, more than one-third of programs do not track particular subgroup characteristics (e.g., disabilities and health care needs, gang involvement, and LGBTQ).

Given Georgia's demographic diversity, the 2016 Youth Mentoring in Georgia Report included questions on cultural and linguistic competency. Less than one-half of programs responding provide ongoing professional development that includes content on cultural and linguistic competency 'often' or 'routinely' to their program staff or mentors. Roughly one-third of

² Of the 178 programs providing annual mentor counts, 154 (87%) also provided data on race/ethnicity of mentors.

organizations reported that they provide professional development on cultural and linguistic competence to mentors (31%) and paid staff (41%) 'often' or 'routinely', another one-third of programs responded 'never' providing such professional development services.

PROFILE OF MENTORS



RACE/ETHNICITY



% BLACK



% WHITE



% HISPANIC



% ASIAN



% OTHER



GENDER

60%



40%



Program Assessment

Slightly over two-thirds (68%) of programs reported currently measuring outcomes to assess their programs' success in meeting its intended youth participant goals. The most common evaluation activities in which programs engaged include qualitative studies and outcome evaluations. The most commonly cited youth outcomes measured include the quality of relationship between youth and mentor, academic performance, and attitudes toward school and the future. Approximately one-third (32%) of youth-serving organizations report not having engaged in program assessment in the past five years.

The most common evaluation activities in which programs engaged include qualitative studies and outcome evaluations. The most commonly cited youth outcomes measured include the quality of relationship between youth and mentor, academic performance, and attitudes toward school and the future. Approximately one-third (32%) of youth-serving organizations report not having engaged in program assessment in the past five years.

Despite positive strides in recent years, evaluation in the nonprofit sector remains an undervalued, overlooked tool for improving outcomes and maximizing impact. Compared to one national average, the Georgia youth-serving organizations responding to this survey engaged in evaluation activities less frequently than nonprofits elsewhere.³

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The Scope of Mentoring in Georgia

Though various Georgia counties and cities boast strong, experienced mentoring programs, there are still gaps in the mentoring opportunities available to youth, especially in rural areas of Georgia. Further, while a broad spectrum of youth are being served, key youth subgroups are underserved, including youth who are pregnant or are early parents, youth who left school prematurely, youth who are victims of sexual exploitation, runaway or homeless youth, youth whose parents are military, gang involved youth, and LGBTQ youth.

While there is much to celebrate about the state of mentoring programs in Georgia, an expansion of public and private support of and investment in mentoring is needed to more fully support the next generation. Next steps may include establishing a Georgia mentoring partnership.

³ According to The Innovation Network's 2012 report *State of Evaluation: Evaluation Practice and Capacity in the Nonprofit Sector*, larger and older organizations are more likely to evaluate their impact. Ninety-four percent of large organizations engaged in evaluation versus 78% of smaller nonprofits. As mentioned above, 68% of Georgia's youth serving organizations engaged in evaluation in the past five years.

Next Steps for Georgia

What are the next steps for Georgia now that we have a better understanding of the state of mentoring in our Georgia? In the immediate future, REACH will use this data in several key ways to advance the development of the REACH program into additional communities. In the long term, the information gathered may provide opportunities for growth and collaboration in new and exciting ways that don't currently exist in Georgia.

Immediate Opportunities for REACH

Use results from this report to strengthen existing programs. To address some of these challenges listed above, individual mentoring and youth development organizations can use this Youth Mentoring in Georgia Report report as a tool to strengthen their current operations and programs. For example, comparing data and processes from an individual organization with the statewide data revealed in this report provides organizations with an opportunity to engage key stakeholders around strategy, to unearth the assumptions that underlie how a program's implementation will lead to its ambitious outcomes, and even to develop a logic model to make explicit the connections between outcomes (both short- and long-term), program activities and processes, and the theoretical assumptions and principles of the program.

Additionally, individual organizations can leverage this report in their efforts to increase fundraising and community support. With the Youth Mentoring in Georgia Report data revealed here, program staff can make an even stronger case for greater investment of resources in communities throughout Georgia.

Use results from this report to support the growth of new programs. REACH will immediately use the information garnered from the survey to identify new sites where existing mentoring capacity exists. Equally important will be working with local systems that currently do not have mentoring capacity to provide resources that permit those systems to seek mentoring partners located in surrounding jurisdictions or, in the alternative, by providing technical assistance to help build internal high quality mentoring.

Share this data with prospective funders. In Fall 2014, Coxe Curry & Associates prepared a feasibility study for REACH. Coxe Curry & Associates surveyed key funders throughout the State of Georgia to determine the need for a program such as REACH as well as its short term infrastructure needs. With respect to mentoring, notable findings were the need for establishment of standards and evaluation data, avoiding duplication and partnering with existing mentoring programs, and building the capacity of the local districts and communities to own and sustain mentoring within their community. REACH has aggressively responded to those three findings by partnering with MENTOR to align the REACH mentoring standards with national mentoring standards and through the engagement of J. W. Fanning and MENTOR through the survey. Additionally all local REACH systems now have access to a Mentoring Handbook, technical training, learning group/professional development opportunities. The Georgia Student Finance Commission, the agency in which REACH is located, has also dedicated appropriate resources for building data systems capable of high quality evaluation.

Other immediate opportunities. The survey also presents a strong companion document for raising awareness around the supports necessary for preparing our youth for college, career and citizenship. While many Georgians are aware of the need for post-secondary attainment and assisting our youth and their communities in the efficient use of precious resources, far fewer understand the way in which high quality mentoring supports those goals. REACH now has a quality research document which describes both the ways in which support can be offered as well as the urgency of delivering that support to communities throughout Georgia.

Longer Term Opportunities for Georgia

There is no single entity, organization or service provider, big or small, that has the capacity to elevate the quality and quantity of mentoring opportunities in Georgia; therefore, the answer is collaboration. This statewide landscape analysis is critical to identify opportunities and gaps in the field. Moving forward, near term activities include raising public awareness on the value of youth mentoring, engaging various leaders of social institutions to provide feedback and to take up the cause and refer mentors, and, most importantly, convening Georgia's mentoring and youth development organizations to explore next steps. Finally, the information gathered in this report presents a unique opportunity to 'think big' when the time is right for enhanced collaboration by leveraging the power of Mentor, Inc. and learning from successes in other states. In heeding the admonition of Georgia's funders to avoid duplication and maximize existing programs, the survey's findings and the strong response from the existing mentoring community presents a door through which the mentoring field can potentially deliver an aligned, high quality mentoring experience for more Georgia youth.

Hold a convening to address ways to support mentoring programs. Just as the creation of this report has been a collaborative process across sectors, organizations, and county lines in Georgia, any implications for the field must also be reached through a similar collaborative process. To that end, a convening for mentoring programs in Georgia is being planned to discuss this report, learn about strengths and needs across the state, and co-create ways organizations can support one another in service of improving outcomes for youth. As a precursor to that collaborative conversation, survey respondents were asked to brainstorm possible support structures; further context is offered below.

Look to other states for helpful models to strengthen mentoring in Georgia. Oregon's partnership has worked for years in collaboration with 140+ nonprofits, churches, and schools serving 60,000+ youth. Massachusetts' partnership serves 250+ mentoring and youth development programs statewide who together support 33,000+ youth in mentoring relationships. Also, based on conservative assumptions about outcomes and valuations, Minnesota's representative program returns benefits of \$2.72 for every dollar of resources spent. At the moment there are 26 state level partnerships that are laser focused on youth outcomes and are affiliated with MENTOR: The National Mentoring Partnership. If formed, a Georgia Mentoring Partnership could join this collaborative and contribute and benefit from the get-go.

Consider forming a statewide mentoring partnership. In recent years many Georgia leaders have championed, and continue to champion, the importance of caring youth-adult relationships. While there is room for growth, this state already benefits from myriad experienced frontline organizations that work to surround young people with caring others. However, Georgia currently does not boast a coalition of mentoring and youth development organizations that collaborate to raise state funding, refer mentors, champion consensus high standards, come together for training and idea sharing, and other possibilities.

Survey respondents identified needs that creating a Georgia Mentoring Partnership might help address. The top services identified were assistance to secure funding, professional development, and mentor recruitment. Other possible value-add services included corporate affinity group inclusion and access to low cost national background checks.

Building such a statewide mentoring partnership could help champion high quality mentoring standards, track statewide progress, and support frontline organizations. New and existing mentoring and youth development organizations in Georgia will be in an even stronger position to achieve higher quality outcomes for youth and to extend their reach to even more students in need of caring adults.

APPENDIX A

Survey Instrument



2016 National Mentoring Program Survey

Welcome to the 2016 National Mentoring Program Survey

Thank you for participating in the 2016 National Mentoring Program Survey! This survey is being conducted by MENTOR: The National Mentoring Partnership and our network of affiliate *Mentoring Partnerships* around the nation. The goal of this survey is to accurately capture the prevalence and scope of youth mentoring programs in the United States. This information will be extremely helpful in the years to come in advocating for more public and private investment in mentoring, helping to identify gaps in services, and developing new training and tools that can support programs.

Please read the survey [FAQ page](#) and the brief instructions below before getting started.

INSTRUCTIONS AND TIPS

- The survey should take around 30 minutes to complete for most mentoring programs (estimate an additional 15 minutes for reporting on additional programs run by the same organization/agency).
- If needed, you can save the survey and come back to it later by clicking the grey "Save" bar at the top of the screen.
- Questions with an asterisk (*) at the end are required (most offer a "does not apply" or "don't know" option).
- The survey asks questions about both the organizations that run mentoring programs and the programs themselves. "Program" is defined here as a distinct mentoring model that operates at one or more locations in a limited geographic area. Please report on each program you operate separately.
- The survey will be easier to complete if you have the following information handy: 1) data about your mentors and mentees and their relationships, 2) basic information about the program's goals, history, and structure, 3) information about your staffing and budget. Because of the diverse information needed, we recommend that an Executive Director, Program Coordinator, or similar leadership position complete the survey.
- Organizations that complete the survey by the deadline in their state (timeline listed [here](#)) will be entered into a drawing in their state for a cash prize (\$500 1st place, \$250 runner up).
- MENTOR will not share any identifiable program information from this survey with external parties (although our affiliate *Mentoring Partnerships* in some states may use this information to provide organizations with requested training and support). Questions about the survey can be directed to MENTOR's Director of Knowledge Management, Mike Garringer. Additional information about the survey can be found
- here: <http://www.mentoring.org/program-resources/mentor-resources-and-publications/national-survey/>

If you are ready to begin the survey, please click the "Next" button below.

Contact Information

Name of survey respondent:*

What is your email address?*

(Only used for survey completion purposes.)

What position do you hold in the organization/agency?

- Executive Director/President
- Program Coordinator
- Case Manager/Match Support
- Administrative Staff
- Other - Write In: _____

What is the name of your organization/agency?*

What city is your organization/agency based in?

Which state your organization/agency is based in?*

What ZIP code is your organization/agency based in?*

Agency Questions

This section collects some basic information about the agency primarily responsible for delivering your mentoring program(s). It's designed to clarify the types of organizations responsible for implementing mentoring services, as well as the other services they might offer youth and families, either directly or through a larger parent organization. We also ask here about how your agency gets help with program implementation and evaluation.

1) Our agency is a...*

- Nonprofit
- K-12 school/district
- Higher education institution
- Health care organization
- Government agency
- Religious institution
- For-profit company
- Other - Write In: _____

2) How many individual mentoring programs does your agency operate?*

(One program can operate at multiple sites in a city or region, but agencies offering distinct models or programs should count those separately.)

3) How many of these mentoring programs would you like to report on in this survey?*

(Answer loads questions and allows for reporting on up to 3 individual programs in this survey response. If your agency runs more than 3 distinct programs, you can report on those in a different submission.)

- 1
- 2
- 3

4) What other *non-mentoring* services or programs does your agency (or a larger parent organization you are under) provide to youth and/or families?

(Please select all that apply.)

- Academic support programs
- After school/daycare programs
- Case management
- College and career readiness
- Drop in center/homeless/runaway services
- Education (Primary or Secondary school)
- Empowerment/leadership development
- Foster care or services for foster youth
- Independent living/transition-aged youth services
- Medical/healthcare services
- Mental health prevention and wellness
- Outpatient psychiatric treatment
- Positive youth development
- Pregnancy prevention
- Psychological counseling
- Residential or inpatient psychiatric treatment
- Service learning/volunteerism
- Services for juvenile justice-involved youth
- Services for pregnant and parenting teens
- Services for youth with disabilities
- Substance use disorder prevention or treatment
- Violence prevention
- Workforce development
- Other - Write In: _____

5) Please select your agency's most successful recruitment strategies for mentors.

(Choose up to 3.)

- Media/Public relations
- National Mentoring Month events and promotions
- Online outreach (Facebook, program website, etc.)
- Community events and in-person presentations by staff
- Referrals from community partners
- Referrals from the Mentoring Connector database
- Referrals from our local *Mentoring Partnership*
- Volunteer Centers and other volunteer organizations
- Word-of-mouth from current or former mentors
- Other - Write In: _____

6) How familiar is your agency with the current 4th edition of the *Elements of Effective Practice for Mentoring*TM?

(Choose the option that best represents your organization's use.)

- We use it regularly in our work
- We use it a bit in our work
- We are aware of the new edition, but are not using it
- We are unaware of the new edition
- We are not using the new edition, but have used the 3rd edition in the past
- We are not using any edition of this publication in our work

7) In the last year, has your agency worked with a training/technical assistance provider or an intermediary support organization to improve the quality and capacity of your mentoring services?

(Choose all that apply.)

- MENTOR: The National Mentoring Partnership
- State or Local Mentoring Partnership
- National Mentoring Resource Center
- United Way or other funding agency

- For-profit consulting firm
- Nonprofit consulting firm
- Other - Write In: _____

8) Please choose the main challenges or areas of need for which you think your agency's mentoring programs might benefit from additional support.*

(Choose up to 4.)

- Blending mentoring with other services
- Cultural perspectives in service design and delivery
- Developing meaningful activities for mentors and youth
- Fundraising/grantwriting
- General program design/theory of change
- Integrating youth development principles
- Making strong mentor-mentee matches
- Mentor recruitment
- Mentor training (including curriculum development)
- Offering mentoring in rural settings
- Parent/family engagement
- Partnership development
- Professional development of staff
- Program evaluation/data collection
- Program sustainability/growth
- Supporting mentor-mentee matches
- Other - Write In: _____

9) What evaluation activities has your agency engaged in for your mentoring services in the past five years?

- Qualitative evaluation (examines participant experiences through interviews, end-of-year satisfaction surveys, case notes, focus groups, or other data sources)

- Implementation evaluation (examines how well or efficiently services were delivered to participants, such as tracking mentor-mentee meetings, participation in trainings, etc .)
- Outcome evaluation (examines changes in participants served using pre-post data collection)
- Experimental or quasi-experimental evaluation (compares mentored youth to a comparison or "control" group of non-mentored youth)
- Return-on-investment study (examines long-term impacts from an economic perspective, often in relation to program costs)
- We haven't engaged in any evaluation activities
- Other - Write In: _____

10) Who plays a role in planning and implementing your agency's mentoring-related evaluation efforts?

(Select all that apply.)

Executive Director/Program Coordinator

Staff evaluation specialist (internal staff)

Professional external evaluator

Funding agency or philanthropy

Our local Mentoring Partnership

School or district staff

We have not done any evaluation work

Other - Write In: _____

A group of civic, education, and philanthropic leaders is exploring the creation of a new organization that would support mentoring and other youth-development program across the state of Georgia. We'd like to ask just a few additional questions that will help us better understand the needs and strengths of the organizations in Georgia we'd like to serve.

If a partnership or network were formed among mentoring and youth development organizations in Georgia, please select the services in which your organization would like such a partnership to invest its resources.*

(Check all that apply.)

- Program start-up assistance
- Program consultation / technical assistance
- Training
- Grants / financial awards
- Sharing funding opportunities
- Cultural competency and inclusion resources
- Match activities
- Government advocacy
- Public awareness / mentor recruitment campaigns
- Partnership development (e.g., businesses, schools, legislators)
- Research on youth mentoring
- Data from a scan / landscape analysis of mentoring organizations in Georgia
- Networking
- Other - Write In (Required): _____ *

Does your organization provide/require ongoing professional development that includes content on cultural and linguistic competency?

	Never	Sometimes	Often	Routinely / Always	Don't know
Board	()	()	()	()	()
For paid staff	()	()	()	()	()
For mentor	()	()	()	()	()

The diversity that is represented in our mentees is *also* represented...

	Not At All Represented	Minimally Represented	Adequately Represented
On our board	()	()	()
Within our staff	()	()	()
Within our mentors	()	()	()

Program Questions

This final set of questions looks at the details of the specific mentoring program models that your agency offers. A mentoring program model is defined by the distinct type of mentoring offered, as well as other factors. For example, an agency might offer two kinds of one-to-one mentoring (school-based and community-based); or it may offer a group mentoring program for boys and a separate one-to-one program just for girls. Programs may be offered at multiple sites in a city or region. Please fill out the following questions for only one mentoring program model offered by your agency. These questions will repeat based on the number of programs you indicated in Question 10 in the previous section.

PROGRAM BASICS

27) What is the name of this mentoring program?*

28) The **primary** model of mentoring for this program is...*

- () One-to-one (one adult mentor meeting in person with one mentee)
- () Group mentoring (one or several adult mentors working with a group of mentees)
- () Blended one-to-one and group (adult mentors and their mentees do both group and one-to-one activities)
- () Team mentoring (several mentors working with one mentee)
- () E-mentoring (adult mentors and mentees meet primarily online)
- () Cross-age peer mentoring (older youth mentoring younger children, either one-to-one or group)
- () Other - Write In (Required): _____*

29) How many years has this program been offering mentoring?*

- 1 year or less
- 2-5 years
- 6-10 years

- 11-15 years
- 16-20 years
- More than 20 years

30) Where do this program's matches typically meet?*

(Choose all that apply.)

- Out in the general community
- K-12 school (during day)
- Afterschool program
- Higher education institution
- Community center
- Nonprofit organization
- Religious facility
- Juvenile justice facility
- Other residential facility
- Worksite
- Online
- Other - Write In (Required): _____ *

31) Please choose the core goals or youth outcome areas for this mentoring program.*

(Choose up to 4.)

- Academic enrichment
- Career exploration/job readiness/employability
- Civic engagement
- College access and/or completion
- Educational attainment/direct academic support
- Family support
- General youth development (whole child)
- Identity development (strengthening connection to race or ethnic, religious, cultural, or social groups)
- Juvenile justice/re-entry
- Leadership development
- Life skills/social skills
- Literacy
- Mental health and well-being
- Positive health behaviors
- Pregnancy prevention
- Providing a caring adult relationship
- Recreational activities/hobbies/arts
- Resiliency

- STEM education (science/technology/math/engineering)
- Substance use/abuse
- Violence prevention/reductions in aggression
- Other - Write In (Required): _____*

32) What is the expected frequency for mentors to meet with their mentees in this program?*

- More than once a week
- Weekly
- 2-3 times a month
- Monthly
- No expectation or requirement
- Other - Write In (Required): _____ *

33) How many total hours per month are mentors expected to meet with their mentees in this program?*

- 1-2 hours per month
- 3-5 hours per month
- 6-10 hours per month
- More than 10 hours per month
- No requirement/don't know
- Other - Write In (Required): _____ *

34) What is the minimum length of commitment (per match) for mentors in this program?*

- No minimum
- Less than 6 months
- School year
- Calendar year (12 months)
- More than 12 months

35) In the last year, roughly what percentage of this program's matches met the minimum length of commitment?*

(For group mentoring programs, please estimate the percentage of youth who participated in their groups for the minimum amount of time.)

- Less than 25%
- 25-50%
- 51-75%
- 76-90%
- More than 90%

36) For those matches that ended early (before the minimum length of commitment), please choose the most common reasons.

(Choose up to 3.)

- Mentor had a change in life circumstances (e.g., marriage, divorce, job change or loss, moved)
- Mentee had a change in life circumstances (e.g., moved away, changed schools, left school)
- Mentor had unfulfilled and/or unrealistic expectations of the mentoring experience
- Mentee had unfulfilled and/or unrealistic expectations of the mentoring experience
- Mentor did not feel youth needed their support
- Inability to bridge cultural differences
- Family interference/lack of support
- Limited staff time or resources to provide adequate match support
- Unknown (our program does not track reasons)
- Other - Write In: _____

37) Please estimate the current average length of matches - in months - for this program.

(Please include both currently active matches and those that have closed in the last year; leave blank if you do not calculate this information for this program. For group mentoring programs, please estimate the average length of youth participation in the program.)

PROGRAM STAFFING AND RESOURCES

38) How many FTE (full time equivalent) staff positions implement this specific mentoring program? *

(Please include values less than full-time if needed; a quarter-time position would be ".25" FTE, for example.)

- _____ Program Director/Coordinator
- _____ Other paid program staff positions (trainers, match support specialists, etc.)
- _____ Volunteer staff positions (not mentors)
- _____ AmeriCorps/VISTA/other National Service positions (not mentors)
- _____ Other staffing

39) Compared to the previous program year, did the total number of FTE mentoring staff positions for this specific program...

- Increase?
- Stay the same?
- Decrease?

40) What is the current annual budget for this specific mentoring program's services?

(Note that this is the mentoring program budget, not the agency budget. Please do not include value of time donated by mentors, but do include all program costs, including staffing, facilities, materials, match activities, and in-kind donations of goods and services.)

- Less than \$10,000
- \$10,000 to less than \$25,000
- \$25,000 to less than \$50,000
- \$50,000 to less than \$100,000
- \$100,000 to less than \$250,000
- \$250,000 to less than \$500,000
- \$500,000 to less than \$750,000
- \$750,000 to less than \$1 million
- More than \$1 million

41) Over the last three years, this budget has...

- Increased
- Stayed roughly the same
- Fluctuated up and down quite a bit
- Decreased

42) Please estimate the percentage of current funding for this specific mentoring program that has come from the following sources.*

(Please leave blank if you receive no funds from a source or don't know.)

- _____ Federal government grants
- _____ State government grants
- _____ County or municipal grants
- _____ K-12 school/district/LEA/ESD grants
- _____ Private foundation grants
- _____ Community foundation grants
- _____ United Way grants
- _____ Business or corporate donations
- _____ Private philanthropy donations
- _____ Individual donations/bequests
- _____ Fundraising events
- _____ Earned income/contracted income
- _____ Mentoring Partnership support
- _____ Other

YOUTH PARTICIPANTS

43) In the last year, how many youth were served (placed in a match or otherwise supported) by this mentoring program?*

Males: _____

Females: _____

Transgender male: _____

Transgender female: _____

Other identification (gender fluid, agender, genderqueer, etc.):

44) Ages of youth served - Please estimate the percentage of youth by this program that are the following ages.*

(Please leave blank if you serve no youth in an age range, choose "do not track" if your program does not record this information.)

_____ 5 – 10 years old

_____ 11 – 14 years old

_____ 15 – 18 years old

_____ 19 – 24 years old

_____ 25 or older

45) Please estimate the percentage of youth in this program that are...

(Please leave blank if you serve no youth in a group, choose "do not track" if your program does not record this information.)

_____ Black, Afro-Caribbean, or African American

_____ East Asian or Asian American

_____ Hawaiian or Pacific Islander

_____ Latino or Hispanic American

_____ Middle Eastern or Arab American

_____ Native American or Alaskan Native

_____ Non-Hispanic White or Euro-American

_____ South Asian or Indian American

_____ Multiracial

_____ Other

46) Youth subgroups Please estimate the percentage of this program's mentees served over the last year that represent the following subgroups.*

(Please leave blank if you serve no youth in a category, choose "do not track" if your program does not record this information.)

- _____ Academically at-risk
- _____ Adjudicated or juvenile justice-involved
- _____ Disabilities Special health care needs
- _____ Enrolled in postsecondary education/college
- _____ First generation in family to go to college
- _____ Foster, residential, or kinship care
- _____ Gang involved
- _____ Foster, residential, or kinship care
- _____ Gang involved
- _____ High academic achievers
- _____ Incarcerated parent(s) or family members
- _____ Left school prematurely
- _____ LGBTQ
- _____ Low income
- _____ Mental health needs
- _____ Military parents
- _____ Pregnant/early parenting
- _____ Receiving special education services in school
- _____ Recent immigrant or refugee
- _____ Runaway/homeless youth
- _____ Single parent household
- _____ Truant youth
- _____ Victims of commercial sexual exploitation

47) In the last year, the number of youth served by this program...

- Increased
- Stayed the same
- Decreased

48) If the number of youth served increased or decreased, please choose the main causes.

(Choose up to 3, leave blank if your numbers served remained stable for the year.)

- Change in funding level
- Change in available staffing
- Change in community interest/demand
- Change in number of volunteers recruited
- Change in number of youth enrolling
- Change in program offerings
- Other - Write In: _____

49) How many youth are currently on a waitlist to be matched with a mentor in this program?

Male: _____

Female: _____

Transgender male: _____

Transgender female: _____

Other identification (gender fluid, agender, genderqueer, etc.):

50) Please estimate the average length of time youth spend on this program's waitlist to be matched.

(Please leave a category blank if it does not apply.)

_____ Males

_____ Females

_____ Transgender male

_____ Transgender female

_____ Other identification (gender fluid, agender, genderqueer, etc.)

MENTOR CHARACTERISTICS

51) In the last year, how many individuals served as mentors in this program?*

(Include mentors that served in the last year but are no longer actively matched.)

Male: _____

Female: _____

Transgender male: _____

Transgender female: _____

Other identification (gender fluid, agender, genderqueer, etc.):

52) Please estimate the percentage of this program's mentors over the last year that represent the following subgroups.*

(Please leave blank if none of your mentors fell into a category; choose "do not track" if your program does not record this information.)

_____ AmeriCorps or other national service related positions

_____ College students

_____ Employees of corporate partners

_____ Employees in a specific, targeted field

_____ Former mentees in the program

_____ High school students

_____ Local/state government employees

_____ Members of affinity groups (e.g., civic, cultural, religious, alumni, professional)

_____ Middle school students

_____ Nonworking/unemployed persons

_____ Retired persons

_____ Spouses co-mentoring

_____ Teachers/school employees

_____ Young professionals

53) Please estimate the percentage of mentors in this program that are...

(Please leave blank if none of your mentors fit into a group; choose "do not track" if your program does not record this information.)

_____ Black, Afro-Caribbean, or African American

_____ East Asian or Asian American

_____ Hawaiian or Pacific Islander

_____ Latino or Hispanic American

_____ Middle Eastern or Arab American

_____ Native American or Alaskan Native

_____ Non-Hispanic White Euro-American

_____ South Asian or Indian American

_____ Multiracial

_____ Other

54) On average, how much training are mentors expected receive...*

_____ BEFORE they are matched with mentees?

_____ AFTER they are matched with mentees?

55) On average, how frequently do mentors have training and/or support contact with program coordinators or staff (e.g. supervision, check-ins, supplemental training, etc.)?*

() No post-match training/support contact occurs

() Less than 1 post-match training/support contact per month

() 1 post-match training/support contact per month

() 2-4 post-match trainings/support contacts per month

() More than 4 post match trainings/support contacts per month

() Don't know

() Other - Write In: _____

56) Does this program provide mentors with a specific curriculum to follow (e.g. a manual or workbook with prescribed activities)?*

() Yes

() No

There are a few additional questions that we would like to know about mentoring programs in Georgia that will help us map where and how young people are being served across the state.

Please select the most prominent counties in Georgia served by this program.*

(Choose up to 10 of the counties that represent the most youth served by the program.)

Please list the specific names and locations where this program's matches typically meet.*

For example, if your mentoring program is school-based, business-based, or faith-based program, please list the site or school name. If you matches meeting in the Metro Atlanta area, please list the specific neighborhood (e.g., Druid Hills, Grant Park, Downtown, etc). Include up to five locations.

In general, who recruits or refers youth participants to your program?

(Select all that apply.)

- Self-referral
- Parent / caregiver referral
- Social worker / caseworker referral
- Schools / teacher referral
- Faith-based institutions
- Other professional referral
- Court-ordered
- Other - Write In: _____

How does this program screen prospective mentors?

(Select all that apply.)

- Georgia Bureau of Investigation report
- Georgia Felon Search website
- Georgia law enforcement (from Sheriff's Office or Police Departments)
- Federal criminal history check / fingerprinting
- Child abuse / sexual offender registry check
- Driver record check
- Written application
- Personal interview
- Reference checks
- Home visit
- Trainings, orientations, or informal meetings
- A private screening company that checks non-Georgia based criminal background
- Vinelink.com
- Other - Write In: _____

What outcomes does this program currently measure to assess its success in meeting its intended impacts for youth participants?

(Select all that apply.)

- Quality of relationship between youth and mentor
- School attendance
- Academic performance/grades
- Graduation rate
- Behavioral referrals for support/correction
- Career readiness/decisions
- Developmental assets/life skills
- Attitudes towards future
- Attitudes towards parents/caregivers
- Attitudes towards school
- Attitudes towards teachers
- Substance abuse
- Early pregnancy
- Gang involvement
- Other - Write In: _____
- Don't know
- Program does NOT currently measure program outcomes

If you are reporting on additional mentoring programs, please click the "next button" to continue and provide information about the next program you operate. If you are finished with your answers, please click "submit."

Thank You!

Thank you so much for completing the National Mentoring Program Survey! We hope to announce preliminary national results of the survey at the 2017 National Mentoring Summit, however your local *Mentoring Partnership* may share results from your state sooner.

You can learn more about the work of MENTOR, and [our network of Mentoring Partnerships](#) around the country, on [our website](#). You can also request free training and technical assistance for your program staff through our [National Mentoring Resource Center](#) project.

APPENDIX B

Youth Mentoring Programs Responding to Survey

Agency	City
12 for Life	Carrollton
Advocates for Children	Cartersville
Area Resource Center, Inc.	Vidalia
Atlanta Area Council Boy Scouts of America	Atlanta
Atlanta GLOW	Marietta
Atlanta Public Schools	Atlanta
ATLAS Ministry, Inc.	Greensboro
B.Y.R.D. House	Newnan
Bacon County Board of Education	Alma
Barrow County Schools	Winder
Bartow County School System	Cartersville
Bearings Bike Shop	Atlanta
BGC of Coffee County	Douglas
Big Brothers Big Sisters of Metro Atlanta	Atlanta
Big Brothers Big Sisters of the Heart of GA	Macon
Blueprint 58	Atlanta
Boy Scouts of America	Savannah
Boys & Girls Club of Metro Atlanta Paulding	Dallas
Boys & Girls Club of Greater Cook County Area	Adel
Boys & Girls Club of Valdosta	Valdosta
Boys & Girls Clubs of Americus/Sumter County, Inc.	Americus
Boys & Girls Club (Marguerite Neel Williams) of Southwest Georgia	Thomasville
Boys & Girls Club (Frank Callen) of Savannah	Savannah
Boys & Girls Clubs of Metro Atlanta	Atlanta
Boys & Girls Clubs of the CSRA	Augusta
Boys & Girls Clubs of Southeast Georgia	Brunswick
Boyz to Men of Honor	Conyers

Agency	City
Burke County middle school	Waynesboro
Caring & Sharing, Inc	Lithia Springs
Carroll County Mentor Program	Carrollton
Carrollton City School System	Carrollton
Cartersville City Schools	Cartersville
Cartersville Schools Foundation	Cartersville
CHRIS Kids	Atlanta
Clarke County Mentor Program	Athens
Clarke County School District	Athens
Coastal Georgia Council Boy Scouts of America	Savannah
Cobb Mentoring Matters- Cobb County School District	Marietta
Communities in Schools of Candler	Metter
Communities In Schools of Carrollton/Carroll Co.	Carrollton
Communities In Schools of Cochran/Bleckley County & Family Connection Community Partnership, Inc.	Cochran
Communities In Schools of Laurens County	Dublin
Communities in Schools of Marietta/Cobb County	Marietta
Communities In Schools of Milledgeville-Baldwin County	Milledgeville
Community Chaplaincy Outreach, Inc.	Jonesboro
Conceptual Empowerment, Inc	Atlanta
Cool Girls	Atlanta
Cooperative Extension	Watkinsville
Coweta County Schools Mentoring Program	Newnan
CPACS (Center for Pan Asian Community Services)	Atlanta
Cross-Cultural Ministries, Inc.	Atlanta
Cru	Atlanta
Cultivating a Lifetime of Legacy	Athens

Agency	City
Dawson County Board of Ed	Dawsonville
DeRenne Middle	Savannah
Destiny's Daughters of Promise	Kennesaw
Developing And Nurturing Needy Youth (D.A.N.N.Y.) Center	Douglasville
Diamond In The Rough Youth Development Program, Inc.	Snellville
Dodge Connection-Communities In Schools of Dodge County, Inc.	Eastman
Dougherty County School System	Albany
Douglas County School System	Douglasville
Dukes Foundation Corporation	Atlanta
Dynamic Image Inc.	Lawrenceville
Emanuel county Board of Education	Swainsboro
Emmaus House	Atlanta
Everybody Wins! Atlanta	Atlanta
Family Connection and Communities In Schools of Warren County, Inc.	Warrenton
Family Connection-Communities In Schools of Hancock County	Sparta
Fayette County After School Program	Fayetteville
Fellowship of Christian Athletes	Athens
Fellowship of Christian Athletes Urban Soccer	Atlanta
Forsyth County Board of Education	Cumming
Foster Care Support Foundation	Roswell
Fulton County Schools	Atlanta
Gainesville City School System	Gainesville
Gang Breaker Inc.	Atlanta
Generación Latina, Inc.	Smyrna
Georgia Parent Mentor Partnership for White County Schools	Cleveland
Girl Scouts of Historic Georgia	Lizella
Girl Talk	Atlanta
Girl Talk, Inc.	Atlanta
Girls Empowered Mentored & Supported (G.E.M.S.) Inc.	Stone Mountain
Global School Services	Athens
GLOSS	Stone Mountain
Grace Midtown	Atlanta

Agency	City
Grace New Hope	Lawrenceville
Grace Monroe	Monroe
Great Promise Partnership	Decatur
Gwinnett County Public Schools Community-Based Mentoring Program	Suwanee
H.Y.D.R.A of Hart County, Inc.	Hartwell
Hearts Everywhere Reaching Out for Children, Inc.	Atlanta
HoPe (Hispanic Organization Promoting Education), Inc.	Lawrenceville
Hopeville Boys Center, Inc.	Griffin
I Am Beautiful, Inc.	Buford
Jasper County Mentor Program	Monticello
Jewish Family & Career Services	Atlanta
Just Us Girls, Inc.	Atlanta
Kate's Club	Atlanta
Kids Hope USA	Lawrenceville
La Amistad, Inc.	Atlanta
Ladies In Waiting, Inc.	Lithia Springs
Ladies of Favor, Inc.	Forest Park
Lamar County Middle School	Barnesville
Laurens County School System	Dublin
Lead Institute: Georgia	Cleveland
Leading Ladies of Legacy	Austell
Life Grooming Tools Foundation	Lawrenceville
Lindsay's Legacy Mentoring, Inc.	Jefferson
Madison County Mentor Program	Danielsville
Marcus Jewish Community Center of Atlanta	Atlanta
Mentoring One Morgan (M1M)	Madison
Mercer Middle School	Savannah
Meriwether County School System	Greenville
Metro Atlanta Leadership Foundation	Decatur
METRO Community Ministries	Decatur
Mothers Raising Sons, Inc.	Ellenwood
Motivating Youth Foundation, Inc	Macon
Myers Middle School	Savannah
Newton Mentoring, Inc.	Covington

Agency	City
Next Generation Youth Development, Inc	Dawsonville
NG3	Lawrenceville
NightLight Atlanta	Atlanta
North Point Community Church	Alpharetta
NWGA Boy Scouts of America	Rome
Oconee Area Resource Council	Watkinsville
Perimeter Church	Johns Creek
Presencia Inc.	Atlanta
Project LIFT	Roswell
Project Real Life Y.O.T.C. Inc.	Jonesboro
Rabun County High School	Tiger
Raksha, Inc.	Atlanta
REACH	Savannah
Retreat from the Street Ministries, Inc.	Carrollton
Sandy Springs Mission	Sandy Springs
Southside Church	Peachtree City
SPARK Mentoring	Carrollton
Starbase Robins	Warner Robins, Robins Air Force Base
Stewart County High School	Lumpkin
Strength Through Faith Community Center, DBA: Connecting Generations	Austell
TeaCup Girls Inc.	Decatur
Team Up Mentoring	Monroe
The Path Project	Snellville
Thomasville City Schools	Thomasville
Trail Life USA Troop GA-0594	Buford
Twiggs County Public Schools	Jeffersonville
UGA Extension - Camden County 4-H	Woodbine
UGA Extension - Candler County 4-H	Metter
UGA Extension - Carroll County 4-H	Carrollton
UGA Extension - Chattooga County 4-H	Summerville
UGA Extension - Crawford County 4-H	Roberta
UGA Extension - Barrow County 4-H	Winder
UGA Extension - Ben Hill County 4-H	Fitzgerald
UGA Extension - Bryan County 4-H	Pembroke
UGA Extension - Clarke County 4-H	Athens

Agency	City
UGA Extension - Clayton County 4-H	Clayton
UGA Extension - Columbia County 4-H	Columbia
UGA Extension - DeKalb County 4-H	Decatur
UGA Extension - Douglas County 4-H	Douglasville
UGA Extension - Forsyth County 4-H	Cumming
UGA Extension - Greene County 4-H	Greensboro
UGA Extension - Jasper County 4-H	Monticello
UGA Extension - Paulding County 4-H	Dallas
UGA Extension - Pierce County 4-H	Blackshear
UGA Extension - Pulaski County 4-H	Hawkinsville
UGA Extension - Tift County 4-H	Tifton
UGA Extension - Fayette County 4-H	Conyers
UGA Extension - Liberty County 4-H	Hinesville
UGA Extension - Morgan County 4-H	Madison
UGA Extension - Coffee County 4-H	Douglas
UGA Extension - Lee County 4-H	Leesburg
UGA Extension - Spalding County 4-H	Griffin
UGA Extension - Washington County 4-H	Sandersville
UGA Extension - Whitfield County 4-H	Dalton
Union County Family Connection	Blairsville
Urban League of Greater Atlanta	Atlanta
Usher's New Look	
YES! Atlanta, Inc.	Atlanta
YMCA of Albany	Albany
YMCA of Atlanta	Atlanta
YMCA of Bainbridge-Decatur County	Bainbridge
YMCA of Coastal GA, Inc.	Savannah
YMCA of Moultrie	Moultrie
YMCA of North Georgia	Fort Oglethorpe
YMCA of Thomasville	Thomasville
Young Life	Georgia
Youth Services Program	Carrollton

APPENDIX C

Number of Programs in the 10 Most Prominent Counties Served by Survey Respondents

	Frequency (n=184)	Percent Reporting
Appling	1	0.54%
Atkinson	0	0.00%
Bacon	1	0.54%
Baker	0	0.00%
Baldwin	4	2.17%
Banks	0	0.00%
Barrow	6	3.26%
Bartow	7	3.80%
Ben Hill	1	0.54%
Berrien	0	0.00%
Bibb	6	3.26%
Bleckley	2	1.09%
Brantley	0	0.00%
Brooks	2	1.09%
Bryan	4	2.17%
Bulloch	3	1.63%
Burke	0	0.00%
Butts	0	0.00%
Calhoun	1	0.54%
Camden	1	0.54%
Candler	2	1.09%
Carroll	8	4.35%
Catoosa	1	0.54%
Charlton	0	0.00%
Chatham	15	8.15%
Chattahoochee	0	0.00%
Chattooga	1	0.54%
Cherokee	2	1.09%
Clarke	12	6.52%
Clay	0	0.00%
Clayton	10	5.43%

	Frequency (n=184)	Percent Reporting
Clinch	0	0.00%
Cobb	26	14.13%
Coffee	1	0.54%
Colquitt	1	0.54%
Columbia	3	1.63%
Cook	1	0.54%
Coweta	6	3.26%
Crawford	0	0.00%
Crisp	0	0.00%
Dade	0	0.00%
Dawson	3	1.63%
Decatur	7	3.80%
DeKalb	42	22.83%
Dodge	2	1.09%
Dooly	1	0.54%
Dougherty	6	3.26%
Douglas	10	5.43%
Early	0	0.00%
Echols	0	0.00%
Effingham	3	1.63%
Elbert	0	0.00%
Emanuel	3	1.63%
Evans	1	0.54%
Fannin	0	0.00%
Fayette	6	3.26%
Floyd	0	0.00%
Forsyth	7	3.80%
Franklin	1	0.54%
Fulton	52	28.26%
Gilmer	0	0.00%
Glascock	0	0.00%
Glynn	6	3.26%

	Frequency (n=184)	Percent Reporting
Gordon	0	0.00%
Grady	2	1.09%
Greene	2	1.09%
Gwinnett	36	19.57%
Habersham	4	2.17%
Hall	12	6.52%
Hancock	3	1.63%
Haralson	1	0.54%
Harris	0	0.00%
Hart	1	0.54%
Heard	1	0.54%
Henry	6	3.26%
Houston	6	3.26%
Irwin	0	0.00%
Jackson	1	0.54%
Jasper	1	0.54%
Jeff Davis	0	0.00%
Jefferson	1	0.54%
Jenkins	0	0.00%
Johnson	0	0.00%
Jones	1	0.54%
Lamar	1	0.54%
Lanier	0	0.00%
Laurens	2	1.09%
Lee	1	0.54%
Liberty	4	2.17%
Lincoln	0	0.00%
Long	1	0.54%
Lowndes	4	2.17%
Lumpkin	0	0.00%
Macon	2	1.09%
Madison	2	1.09%
Marion	0	0.00%
McDuffie	1	0.54%
McIntosh	1	0.54%
Meriwether	1	0.54%
Miller	0	0.00%
Mitchell	0	0.00%

	Frequency (n=184)	Percent Reporting
Monroe	3	1.63%
Montgomery	0	0.00%
Morgan	3	1.63%
Murray	0	0.00%
Muscogee	1	0.54%
Newton	3	1.63%
Oconee	6	3.26%
Oglethorpe	1	0.54%
Paulding	6	3.26%
Peach	2	1.09%
Pickens	0	0.00%
Pierce	1	0.54%
Pike	0	0.00%
Polk	2	1.09%
Pulaski	1	0.54%
Putnam	0	0.00%
Quitman	0	0.00%
Rabun	0	0.00%
Randolph	0	0.00%
Richmond	3	1.63%
Rockdale	5	2.72%
Schley	0	0.00%
Screven	0	0.00%
Seminole	0	0.00%
Spalding	2	1.09%
Stephens	0	0.00%
Stewart	0	0.00%
Sumter	0	0.00%
Talbot	0	0.00%
Taliaferro	0	0.00%
Tattnall	1	0.54%
Taylor	0	0.00%
Telfair	0	0.00%
Terrell	0	0.00%
Thomas	5	2.72%
Tift	1	0.54%
Toombs	1	0.54%
Towns	0	0.00%

	Frequency (n=184)	Percent Reporting
Appling	1	0.54%
Atkinson	0	0.00%
Bacon	1	0.54%
Baker	0	0.00%
Baldwin	4	2.17%
Banks	0	0.00%
Barrow	6	3.26%
Bartow	7	3.80%
Ben Hill	1	0.54%
Berrien	0	0.00%
Bibb	6	3.26%
Bleckley	2	1.09%
Brantley	0	0.00%
Brooks	2	1.09%
Bryan	4	2.17%
Bulloch	3	1.63%
Burke	0	0.00%
Butts	0	0.00%
Calhoun	1	0.54%
Camden	1	0.54%
Candler	2	1.09%
Carroll	8	4.35%
Catoosa	1	0.54%
Charlton	0	0.00%
Chatham	15	8.15%
Chattahoochee	0	0.00%
Chattooga	1	0.54%
Cherokee	2	1.09%
Clarke	12	6.52%
Clay	0	0.00%
Clayton	10	5.43%
Clinch	0	0.00%
Cobb	26	14.13%
Coffee	1	0.54%
Colquitt	1	0.54%
Columbia	3	1.63%
Cook	1	0.54%

Appendix-64

	Frequency (n=184)	Percent Reporting
Coweta	6	3.26%
Crawford	0	0.00%
Crisp	0	0.00%
Dade	0	0.00%
Dawson	3	1.63%
Decatur	7	3.80%
DeKalb	42	22.83%
Dodge	2	1.09%
Dooly	1	0.54%
Dougherty	6	3.26%
Douglas	10	5.43%
Early	0	0.00%
Echols	0	0.00%
Effingham	3	1.63%
Elbert	0	0.00%
Emanuel	3	1.63%
Evans	1	0.54%
Fannin	0	0.00%
Fayette	6	3.26%
Floyd	0	0.00%
Forsyth	7	3.80%
Franklin	1	0.54%
Fulton	52	28.26%
Gilmer	0	0.00%
Glascok	0	0.00%
Glynn	6	3.26%
Gordon	0	0.00%
Grady	2	1.09%
Greene	2	1.09%
Gwinnett	36	19.57%
Habersham	4	2.17%
Hall	12	6.52%
Hancock	3	1.63%
Haralson	1	0.54%
Harris	0	0.00%
Hart	1	0.54%
Heard	1	0.54%
Henry	6	3.26%

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	Frequency (n=184)	Percent Reporting
Houston	6	3.26%
Irwin	0	0.00%
Jackson	1	0.54%
Jasper	1	0.54%
Jeff Davis	0	0.00%
Jefferson	1	0.54%
Jenkins	0	0.00%
Johnson	0	0.00%
Jones	1	0.54%
Lamar	1	0.54%
Lanier	0	0.00%
Laurens	2	1.09%
Lee	1	0.54%
Liberty	4	2.17%
Lincoln	0	0.00%
Long	1	0.54%
Lowndes	4	2.17%
Lumpkin	0	0.00%
Macon	2	1.09%
Madison	2	1.09%
Marion	0	0.00%
McDuffie	1	0.54%
McIntosh	1	0.54%
Meriwether	1	0.54%
Miller	0	0.00%
Mitchell	0	0.00%
Monroe	3	1.63%
Montgomery	0	0.00%
Morgan	3	1.63%
Murray	0	0.00%
Muscogee	1	0.54%
Newton	3	1.63%
Oconee	6	3.26%
Oglethorpe	1	0.54%
Paulding	6	3.26%
Peach	2	1.09%
Pickens	0	0.00%
Pierce	1	0.54%

	Frequency (n=184)	Percent Reporting
Pike	0	0.00%
Polk	2	1.09%
Pulaski	1	0.54%
Putnam	0	0.00%
Quitman	0	0.00%
Rabun	0	0.00%
Randolph	0	0.00%
Richmond	3	1.63%
Rockdale	5	2.72%
Schley	0	0.00%
Screven	0	0.00%
Seminole	0	0.00%
Spalding	2	1.09%
Stephens	0	0.00%
Stewart	0	0.00%
Sumter	0	0.00%
Talbot	0	0.00%
Taliaferro	0	0.00%
Tattnall	1	0.54%
Taylor	0	0.00%
Telfair	0	0.00%
Terrell	0	0.00%
Thomas	5	2.72%
Tift	1	0.54%
Toombs	1	0.54%
Towns	0	0.00%
Treutlen	0	0.00%
Troup	1	0.54%
Turner	1	0.54%
Twiggs	2	1.09%
Union	1	0.54%
Upson	0	0.00%
Walker	1	0.54%
Walton	6	3.26%
Ware	0	0.00%
Warren	1	0.54%
Washington	1	0.54%
Wayne	0	0.00%

	Frequency (n=184)	Percent Reporting
Webster	0	0.00%
Wheeler	0	0.00%
White	2	1.09%
Whitfield	3	1.63%
Wilcox	0	0.00%
Wilkes	0	0.00%
Wilkinson	0	0.00%
Worth	0	0.00%

APPENDIX D

Georgia Regional Commissions

