

ONLINE VERSION
PROMOTING CULTURAL COMPETENCE & DIVERSITY IN MENTORING
NEEDS ASSESSMENT

Thank you for taking the time to complete this questionnaire. Caliber, an ICF International Company, in partnership with MENTOR/National Mentoring Partnership (MENTOR) and national mentoring expert Dr. Jean Rhodes, is conducting an assessment of the mentoring community. The purpose of this survey is to identify and evaluate the needs of mentoring programs in regards to cultural competence and diversity. The findings of the survey will inform the development of a toolkit of practical information to assist mentoring programs in promoting cultural competence and diversity. According to the National Center for Cultural Competence (1998, modified from Cross et al., 1989) **“cultural competency is a defined set of values and principles, reflected in demonstrated behaviors, attitudes, policies, and structures within an organization that enables staff to work effectively cross-culturally.”** (<http://www.ncccurrecula.info/culturalcompetence.html>) Please keep this definition in mind as you complete the survey.

Your input is very important for the content and design of the toolkit. Please read the instructions carefully and choose the answers that best represent your experiences. We will ask questions about the demographic make-up of your program staff, mentors, and mentees (e.g., gender, race/ethnicity, age, etc.).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number, which is XXXX-XXXX. The time required to complete this information collection is estimated to average **45 minutes** per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. Please allow 45 minutes to complete the entire survey as you will not be able to save your answers and return to the survey later. Your responses are **confidential**, and will only be viewed by Caliber project staff. At the end of the survey, you will have the option of including your contact information if you are willing to be contacted in the future.

1. **Are you a Mentoring Children of Prisoners Grantee?**

- Yes
- No

2. **Are you a Big Brother Big Sisters of America-Affiliated Program?**

- Yes
- No

I. PROGRAM BACKGROUND AND CONTEXT

To maximize the relevance and usefulness of this toolkit for your program, it is important that we have an in-depth understanding of the context in which your program operates. Please answer the following **demographic questions about your program and the population you serve.**

3. What is your **role** in the program? (Check all that apply.)

- Caseworker/Project coordinator
- Data processing/entry/ reporting
- Program manager or director
- Volunteer
- Consultant

4. How **long** have **you** been with this mentoring program? (Check only one.)

- 0–1 year
- 2–4 years
- 5–7 years
- 8–10 years

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- More than 10 years
5. How **long** has your **mentoring program** been in operation? (Check only one.)
- 0–1 year
 - 2–4 years
 - 5–7 years
 - 8–10 years
 - More than 10 years
6. In what **setting** does your program offer mentoring? (Check all that apply.)
- Community-at-large
 - School-based
 - Faith-based
 - Workplace-based
 - E-mentoring
 - Other, please specify
7. What **types of mentoring** does your program offer? (Check all that apply.)
- Group
 - One-to-one
 - Peer

To answer the following questions, please use your best estimate of numbers/percentages.

8. What is the **size of your local mentoring program**? (Choose the approximate number of program staff, mentors, and mentees from the menus below.)

Number of Program Staff	Number of Mentors	Number of Mentees
<input type="checkbox"/> 1–2	<input type="checkbox"/> 1–10	<input type="checkbox"/> 1–10
<input type="checkbox"/> 3–5	<input type="checkbox"/> 11–30	<input type="checkbox"/> 11–30
<input type="checkbox"/> 6–10	<input type="checkbox"/> 31–50	<input type="checkbox"/> 31–50
<input type="checkbox"/> 11–20	<input type="checkbox"/> 51–100	<input type="checkbox"/> 51–100
<input type="checkbox"/> 21–30	<input type="checkbox"/> 101–150	<input type="checkbox"/> 101–150
<input type="checkbox"/> 31–40	<input type="checkbox"/> 151–200	<input type="checkbox"/> 151–200
<input type="checkbox"/> 41–50	<input type="checkbox"/> More than 200	<input type="checkbox"/> More than 200
<input type="checkbox"/> 51 or more		

9. What is the average amount of time that **MENTORS** **commit to** and **remain in** your mentoring program?
10. What is the average amount of time that **MENTEES** **stay in** your mentoring program?
11. Please choose the **geographic setting** that best describes the primary population that you work with: (Check only one.)
- Rural

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- Suburban
- Tribal
- Urban

12. What percent of your program’s staff, mentors, and mentees are in the following **racial/ethnic groups**?

Race/Ethnicity	Staff	Mentors	Mentees
White	<input type="checkbox"/> 0% <input type="checkbox"/> 1-25% <input type="checkbox"/> 26–50% <input type="checkbox"/> 51–75% <input type="checkbox"/> 76-100%		
African American or black			
Latino/Hispanic			
American Indian or Alaska Native			
Asian			
Native Hawaiian or other Pacific Islander			
Biracial or multiracial			
Other			

13. Please provide an estimated percent of **mentees** participating in your program in the **following grade levels**.

Elementary School	Middle School	High School
<input type="checkbox"/> 0–25%	<input type="checkbox"/> 0–25%	<input type="checkbox"/> 0–25%
<input type="checkbox"/> 26–50%	<input type="checkbox"/> 26–50%	<input type="checkbox"/> 26–50%
<input type="checkbox"/> 51–75%	<input type="checkbox"/> 51–75%	<input type="checkbox"/> 51–75%
<input type="checkbox"/> 76–100%	<input type="checkbox"/> 76–100%	<input type="checkbox"/> 76–100%

14. Please provide an estimated percent of **mentors** participating in your program in the following age groups.

Age of Mentors
____% Under 18 years
____% 19–21 years
____% 22–25 years
____% 26–30 years
____% 31–39 years
____% 40–49 years
____% 50–59 years
____% 60 or more years

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15. Provide an estimate of the **highest level of education completed by mentors** participating in your program, *if available*.

Percent of Mentors	
_____ %	High school diploma or equivalent
_____ %	Some college
_____ %	Associate degree
_____ %	Bachelor's degree
_____ %	Master's degree
_____ %	Doctorate degree
_____ %	Trade/Vocational degree
_____ %	Professional degree
_____ %	Certificate
_____ %	Other:

16. What is the **gender distribution** of **mentees** participating in your program?

Gender of Mentees	
_____ %	Male
_____ %	Female

17. What is the **gender distribution** of **mentors** participating in your program:

Gender of Mentors	
_____ %	Male
_____ %	Female

18. In the previous year, what percentage of **one-to-one** mentor/mentee relationships lasted for each time period listed below?

Percent of Mentors	
_____ %	3 months or less
_____ %	4-6 months
_____ %	7-9 months
_____ %	10-12 months
_____ %	More than 12 months

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II. CURRENT APPROACHES, STRATEGIES AND OTHER FUTURE NEEDS

Tell us about the challenges you have faced and the strategies your program has followed for recruitment, assessment and matching; training; cultural competency and diversity; community involvement; and parent education and involvement.

19. What are the **most effective strategies** employed by your program to **recruit racially/ethnically diverse mentors**? (Check all that apply.)

- Newspaper advertisements
- Newspaper articles about the program
- Public service announcements on radio or television
- Internet
- E-mail
- Word-of-mouth
- Faith-based organizations
- Civic organizations and social clubs
- Referrals from other organizations
- Youth involvement
- Not applicable
- Other: (please specify) _____

20. What are the **most critical barriers/challenges** you face in **recruiting racially/ethnically diverse mentors**? (Check all that apply.)

- Inadequate resources (staff, time, space)
- Lack of in-house policies/procedures
- Mandatory screening process (background check, fingerprinting)
- Lack of cultural competency within the program
- Level of mentor commitment (duration and intensity)
- Lack of racial/ethnic diversity of program staff
- Lack of racial/ethnic diversity of mentors
- Lack of youth involvement
- Maintaining relationships over time
- Don't know
- Other: (please specify) _____

21. What are the **most effective criteria** employed by your program for making **assessments and matches** of mentors and mentees? (Check all that apply.)

- Gender
- Age
- Socioeconomic status
- Culture
- Language
- Race/ethnicity
- Similar interests
- Similar life experiences
- Same or similar community
- Duration and intensity of commitment
- Don't know
- Other: (please specify) _____

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22. What are the **most critical barriers/challenges** you face in the **assessment and matching process**?
(Check all that apply.)

- Lack of staff
- Lack of in-house policies/procedures
- Lack of necessary skills/knowledge
- Mandatory screening process (background check, fingerprinting)
- Lack of cultural competency within program
- Level of mentor commitment (duration and intensity)
- Lack of similarity between mentors and mentees
- Lack of racial/ethnic diversity of program staff
- Lack of racial/ethnic diversity of mentors
- Developing appropriate matches
- Maintaining relationships over time
- Obtaining referrals for children of prisoners (if applicable)
- Don't know
- Other: (please specify) _____

23. What are the **most effective strategies** employed by your program to provide **training to program staff and mentors**? (Check all that apply.)

- Program director conducts training sessions
- Program staff conduct training sessions
- Professional trainers
- Outside topic specialists (youth counseling, family systems, culture and development, religious affiliates of various faiths)
- Participation of youth in training sessions
- Role-play
- Multimedia (DVD, CD, film/video)
- Online training tools (please specify) _____
- Don't know
- Other: (please specify) _____

24. What are the **most critical barriers/challenges** you face in **training program staff and mentors**?
(Check all that apply.)

- Inadequate staff to conduct training
- Inadequate time to train
- Inadequate space to conduct training
- Inadequate supplies for training
- Lack of necessary skills/knowledge
- Lack of in-house policies/procedures
- Lack of cultural competency within program
- Lack of racial/ethnic diversity of program staff
- Lack of racial/ethnic diversity of mentors
- Lack of mentor availability to attend training sessions
- Don't know
- Other: (please specify) _____

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Please answer the following question using the following definition of cultural competence: According to the National Center for Cultural Competence (1998, modified from Cross et al., 1989) “**cultural competency is a defined set of values and principles, reflected in demonstrated behaviors, attitudes, policies, and structures within an organization that enables staff to work effectively cross-culturally.**” (<http://www.ncccurrecula.info/culturalcompetence.html>).

25. How effective is your program in addressing **cultural competence** in the following areas? (Please circle your answer.)

Areas That Address Cultural Competence	Not Effective	Somewhat Effective	Very Effective	Not Applicable
Recruitment of mentors	1	2	3	0
Recruitment of program staff	1	2	3	0
Assessment/Matching	1	2	3	0
Training of mentors	1	2	3	0
Training of program staff	1	2	3	0
Service delivery approaches	1	2	3	0
Program curricula design and/or selection	1	2	3	0
Policies and procedures that recognize cultural differences	1	2	3	0
Community partnerships	1	2	3	0

26. Are there other areas where you address **cultural competence**?

Please answer the following question using the following definition of racial and ethnic diversity: As defined by the Associated Students of University of Oregon (n.d.), diversity means understanding, recognizing, and promoting individual differences in multiple ways, including: “...race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.” <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

27. How effective is your program in addressing **racial/ethnic diversity** in the following areas?

Areas That Address Racial/Ethnic Diversity	Very Effective	Somewhat Effective	Not Effective	Not Applicable
Recruitment of mentors	1	2	3	0
Recruitment of program staff	1	2	3	0
Assessment/Matching	1	2	3	0
Training of mentors	1	2	3	0
Training of program staff	1	2	3	0
Service delivery approaches	1	2	3	0
Program curricula design and/or selection	1	2	3	0
Policies and procedures that recognize cultural differences	1	2	3	0
Community partnerships	1	2	3	0

28. Are there other areas where you address **racial/ethnic diversity**?

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Tell us about the training, professional development, and enrichment activities your program provides to staff, mentors, and mentees.

29. Our program provides training and professional development to **program staff** in the following areas:

General Training/Professional Development Topic Areas	DROP DOWN MENU SELECTIONS	
	Offers Training	Training Duration
	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed (no set schedule) <input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 1 half day <input type="checkbox"/> 1 full day <input type="checkbox"/> 2-3 days <input type="checkbox"/> Longer than 3 days <input type="checkbox"/> N/A
Cultural awareness		
Cultural competence		
Ethnic identity		
Diversity and tolerance		
Youth age and gender differences		
Religious diversity		
Communication and listening skills		

30. Are there other training/professional development topic areas addressed with **program staff**?

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31. Our program provides training to **mentors** in the following areas: (Check all that apply.)

General Training Session Topic Areas	DROP DOWN MENU SELECTIONS	
	Offers Training	Training Duration
	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed (no set schedule) <input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 1 half day <input type="checkbox"/> 1 full day <input type="checkbox"/> 2-3 days <input type="checkbox"/> Longer than 3 days <input type="checkbox"/> N/A
Cultural competence		
Diversity and tolerance		
Youth ethnic identity		
Healthy youth pro-social behaviors		
Gender differences		
Youth attitudes and beliefs		
Communication and listening skills		
Religious diversity		

32. Are there other training session topic areas addressed with **mentors**?

33. Please rank the **top 5 risk factors** that **mentees** in your program have experienced (or are experiencing)

- Has few/no positive adult role models
- Lives in extreme poverty
- Is failing in school
- Has a learning disability/is developmentally delayed
- Has been neglected/abused
- Gets into frequent fights with peers
- Has self-esteem problems
- Is in a gang
- Uses drugs/alcohol
- Has parents who abuse drugs/alcohol
- Has other behavioral problems
- Has language or cultural barriers
- Is in foster care
- Other: (please specify) _____

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34. Our program provides enrichment activities to **mentees** in the following areas: (Check all that apply.)

Enrichment Activity Topic Areas	DROP DOWN MENU SELECTIONS		
	Activity Offered	Activity Duration	
	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> As needed (no set schedule) <input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 1 half day <input type="checkbox"/> 1 full day <input type="checkbox"/> 2-3 days <input type="checkbox"/> Longer than 3 days <input type="checkbox"/> N/A	
Leadership skills			
Educational success			
Cultural awareness			
Self-esteem/Ethnic identity			
Age differences			
Gender differences			
Religious diversity			
Health and fitness			
Pro-social skills			
Communication and listening skills			
Religious diversity			

35. Are there other enrichment activity topic areas addressed with **mentees**?

Next, tell us about your program’s participation in community-based activities and efforts to educate and involve parents in program activities.

36. Does your program support **mentors and mentees** in community-based activities?

- Yes
- No

If yes, what types of activities?

37. Is your program affiliated with or partners of **other social service agencies** to support your mentees? (Check all that apply.)

- Faith-based
- Big Brothers, Big Sisters of America
- Non-profit organizations
- Community-based organizations
- Criminal justice system
- Local colleges and universities
- Local companies
- Other (please specify): _____

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38. Our program provides **parent education** in the following areas: (Check all that apply.)
- Understanding the mentoring process
 - Cultural awareness
 - Family cohesiveness
 - Resources and referral services
 - We do not provide parent education
 - Other: (please specify)_____
39. Our program seeks **parental involvement** in mentoring activities in the following ways: (Check all that apply.)
- To deliver training
 - To support mentee enrichment activities
 - To assist with mentor recruitment activities
 - To participate in limited mentor/mentee events
 - We do not include parents in mentoring activities
 - Other: (please specify)_____

III. MODULE TOPICS AND MATERIALS

To develop a high quality and useful toolkit, we would like to learn which topics and materials would be best suited to your needs.

40. Please rate **your program's priority** in having the following module topics addressed in the toolkit. (Check one in each category.)

Module Topic	Level of Interest			
	Low	Medium	High	Not Applicable/ No Interest
Recruiting minority mentors				
Assessment and matching of youth and mentors				
Educating parents about same-race and cross-race matching in mentoring programs				
Training in cultural competence				
Promoting ethnic identity in minority youth				
Promoting cultural awareness and understanding in programming				
Diversity, tolerance and minority youth				
Understanding religious differences				
Beyond race and ethnicity: How socioeconomic status, family structure, and community context influence youth				
Understanding minority youth development (age, gender, and self- concept)				
Mentoring biracial or multiracial youth: Challenges and opportunities				

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Module Topic	Level of Interest			
	Low	Medium	High	Not Applicable/ No Interest
Transitions from elementary to middle school				
Transitions from middle to high school				
Communication and listening skills				
Fostering healthy relationships: Family, friends, and community				
Mentoring children experiencing grief and loss				
Mentoring children exposed to violence, abuse or neglect				
Understanding youth coping mechanisms: Peer Pressure and Making positive choices				
Preparing minority youth for graduation and beyond				

41. If you selected *Recruiting Minority Mentors*, indicate **which minority populations** you are interested in learning more about recruiting from (Check all that apply.)
- African American
 - Latino/Hispanic
 - American Indian or Alaskan Native
 - Asian
 - Native Hawaiian or Other Pacific Islander
 - Biracial or multiracial
 - Other
42. Please specify the type of information, materials, or tools needed to enhance or improve your mentoring program's recruitment of **minority mentors** (e.g., strategies).
43. Please specify the type of information, materials, or tools needed to enhance or improve your mentoring program's assessment and matching of **mentors and mentees** (e.g., evaluation tools).
44. Please specify the type of information, materials, or tools needed to enhance or improve your mentoring program's training and professional development of **program staff and mentors** (e.g., training delivery methods, types of training).
45. Please specify the type of information, materials, or tools needed to enhance or improve your mentoring program's enrichment activities for **mentees** (e.g., cultural awareness, healthy relationships).

IV. TOOLKIT FORMAT

We are designing a toolkit to be user-friendly and practical for program administrators. Please answer the following questions that focus on the format, uses of, and access to technology for the toolkit.

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46. Please rank the following possible toolkit formats in order of preference.

Format	Order of Preference				
	1	2	3	4	5
Online					
CD					
DVD					
Paper					
A combination					

47. What factors would make you **more likely** to use the toolkit? (Check all that apply.)

- Cost
- User friendly format
- Web-based
- Relevance to program needs
- Other: (please specify) _____

48. What factors might **keep you from** using the toolkit? (Check all that apply.)

- Cost
- Format (not user-friendly)
- Web-based
- Relevance to program needs
- Other: (please specify) _____

49. If the toolkit was designed to meet the needs you have outlined in this questionnaire, would you be willing to promote its use throughout your program?

- Yes (In what ways?)

- No (Why not?)

If you have materials that you would like to share with us, please send them to:

Caliber, an ICF International Company
c/o Kecia Robinson
10530 Rosehaven Street
Suite 400
Fairfax, VA 22030

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V. CONTACT (OPTIONAL)

We need participants for follow-up telephone interviews and for piloting the toolkit. If you would like to participate, please provide us with your contact information. By doing so, you will be automatically entered into a drawing for a **free Apple iPod nano!**

Name: _____

Title or Position: _____

Program: _____

Address: _____

Phone: _____

E-mail: _____

We know that your time is valuable, and we greatly appreciate your responses to
this survey.

Thanks for your participation!