



Mentoring Resource Center

FACT SHEET

In This Issue . . .

...we provide advice on how programs and individual mentors can handle one of the most difficult situations a mentee can face: the death of a family member or friend.

The Pub Hub (beginning on page 8) explores many resources available from the MRC Lending Library on the topics of fundraising and sustainability, which have taken on even greater importance in the context of an uncertain economy.



Helping a Grieving Mentee:

A Mentor's Ultimate Expression of Caring and Support

In addition to helping with academic tasks and supporting students through the ups and downs of school life, mentors can occasionally find themselves helping mentees deal with problems from outside the school setting. While most meetings will revolve around school-related topics, such as studying for a big test, setting new academic goals, or talking about relationships with students and teachers, there are times when troubles at home or issues in the larger community can impact an in-school mentoring relationship.

School-based mentors can occasionally find themselves dealing with rather severe and troubling youth problems, such as violence, abuse, gang involvement, or the effects of living in poverty. Some mentors may even find themselves in the unfortunate position of helping their mentee cope with the death of a family member or friend. In these situations, the mentor becomes more than just a school-based support. He or she, along with teachers and counselors, becomes a key figure in helping the mentee deal with the grief and sorrow that are sure to follow such a loss.

These situations are not as rare as one might think. Approximately 2 million children under 18 years of age in the United States (more than 2 percent) have lost one or both parents, and almost all children will lose a family member or

friend by the time they reach adulthood (U.S. Social Security Administration, 2007). Other traumatic events such as divorce, domestic violence, unemployment, homelessness (either as the result of a disaster or, increasingly, a foreclosure), or having an incarcerated parent can disrupt the safety and stability of home life and trigger feelings of grief, loss, and helplessness. It is estimated that five million American children are impacted by a traumatic event each year (Perry, 2002). (For the purposes of this article, we will focus on death circumstances, although much of the advice is applicable in other serious circumstances.)

Mentors should be prepared for the possibility that, at some point, they might need to help their mentee through the death of a loved one or other serious traumatic event. In fact, mentors, teachers, counselors, and others are especially critical in these times, as the youth's other family members or caregivers may be overwhelmed by grief themselves.

Understanding Grief

Grief refers to the physical, emotional, and behavioral reaction individuals have to the loss of a loved one or similarly traumatic event. Grief should not be confused with mourning, which refers specifically to the "formalized process of responding to the death" (Perry & Rubenstein, 2002). Mourning includes ritualized expressions of grief, such as funerals, memorial services, and wakes—events designed to help people process what has happened, express feelings socially, and celebrate the life of the deceased rather than focusing on their death.

But while mourning may often be confined to a period shortly after the death, grief, especially in children and adolescents, can continue for months or even years. Grief can manifest itself in many ways, and no two individuals grieve in the same way.

Adults can make the mistake of assuming that children and adolescents, due to their developmental stage, do not feel grief, or that they experience it at lesser levels. Nothing could be further from the truth. Common indicators of grief in children and adolescents include:

- Physical symptoms, such as loss of appetite, sleep disruption, nausea or indigestion, headaches, frequent crying, and a general lack of energy.
- Emotional symptoms, including general sadness, anger, excessive worrying, frequent mood swings, and feelings of helplessness, depression, and anxiety
- Behavioral symptoms, such as "acting out" in class, decreased concentration and ability to focus, withdrawal from peers, engaging in risky or destructive activities, decreased academic performance, and a general regression in behaviors relative to their developmental stage

Mentors working with grieving students should expect some changes in each of these areas in the time immediately after the death. These symptoms are very common, and while they are likely temporary, they can worsen over time without proper support from caring adults and peers. (A more comprehensive listing of common responses to grief, broken down by the age of the child, can be found on the Web site of the Dougy Center at: <http://www.dougy.org/grief-support/developmental-grief-responses>.)

Adults often assume that grief only lasts a short time, and that young people will be "over it" and have "put it behind them" relatively quickly. But symptoms of grief can crop up at any time. The child who seemed to be handling it all so well may suddenly feel overwhelmed months later. An anniversary or milestone date may trigger grief, or some subtle reminder of the deceased can move a young person from coping to despondent at a moment's notice. Mentors, teachers, and other supportive adults need to be flexible in how and when they let youth grieve, as these emotions will crop up over time. (The general consensus in the literature on youth grief is that if the child is experiencing severe grief symptoms up to a year after the event, more intensive clinical or therapeutic support may be required.)

The school setting can prove especially difficult for the grieving child. The day-to-day responsibilities of attending school and completing classwork can seem daunting to a student suffering the physical or emotional symptoms of grief. Grieving children and adolescents often withdraw from teachers and peers, or conversely, may engage in disruptive or destructive behaviors to mask the pain they are feeling. Their homework, grades, and attendance are all likely to dip, and it can take up to a year to catch up academically (Barr-Harris Children's Grief Center, 2007).

Daily life can also be difficult for the grieving mentee away from school. The anxiety, uncertainty, and loss of security associated with grief can lead to a host of harmful behaviors out in the community. Spending time at home is especially painful after the loss of a close family member, and many youth want to avoid their home life for a period of time. It is not uncommon for grieving youth to become overly concerned, even obsessed, with the health and well-being of other family members and friends. They can develop a fear of doctors and hospitals. In some cases, youth even report seeing the deceased, or hearing their voice, a common occurrence that can trigger strong emotions, both positive and negative, about the death.

How Mentoring Programs Can Help

Obviously, these are serious issues for a young person to be dealing with, and they are often best addressed with professional interventions, such as counseling or clinical therapy. But mentors and mentoring programs can also be tremendous supports to young people in grief. While going back to a school environment can be challenging for a bereaved student, she might benefit considerably from the consistent and predictable schedule, the opportunity to engage supportive adults and peers, and the chance to participate in normal day-to-day activities. Mentees may appreciate the opportunity to see their mentor and join in program activities as usual. In fact, they may want to see their mentor more than ever.

The following tips can help mentoring programs (especially school-based ones) support youth who are dealing with grief:

- **Learn as much as possible about the death that has occurred.** While you should not cross any boundaries the family sets around privacy, you will be better able to support the child if you have details about what has happened. Did the child get to say “good-bye?” Was it an unexpected or violent death? How close was he to the deceased? When is the funeral or memorial service? Has the family made any special requests? Does the family have specific religious or spiritual beliefs that need to be respected? If family members or other adults can provide this information, you will be better equipped to respond appropriately.

- **Talk with the mentee before she meets again with her mentor.** Assess how the young person is doing and her comfort level in talking about the situation. Ask what type of support she needs from the program, and the mentor, specifically. (You may want to offer some suggestions if the child does not know what type of support she may need.) Debrief the mentor accordingly so she is aware of the situation and what she can do to help once the match starts meeting again.

“Grief, especially in children and adolescents, can continue for months or even years.”

- **Talk with teachers, counselors, administrators, and other school personnel** about the mentee’s mood and behavior. Be aware of any supports or special considerations that are being provided in the classroom. Make sure your mentoring program and the mentor are working in unison with the other caring adults the child sees while at school.
- **Allow for flexible scheduling and participation** by the mentee. Mentees may miss several meetings for mourning activities or other responsibilities related to the death. Mentees may want to withdraw from the mentoring relationship for a while and skip a few meetings, or conversely, may crave additional time with their mentor. They may not be ready to participate in group activities, or might need a short break or some time alone if strong emotions well up unexpectedly while at your program. Be understanding of intermittent participation and changes in schedule, and don’t force a mentee to engage with his mentor or staff members in ways that he is not ready for.
- **Be aware of important milestones** (anniversaries of the death, birthdays, etc.) that may trigger or intensify feelings of loss and grief. A little extra support, or an especially fun activity, can really help at these times.

- **Make sure your mentors know the limits of their ability to help.** You may find mentors wanting to break important program rules in order to provide additional support to the mentee. Some may be heartbroken, and feel that they need to “fix” this problem for their “little.” Make sure mentors understand that they are just one of many, many individuals supporting the young person at this time. They cannot help the mentee if they take on too much of a burden or violate the policies of the program, no matter how well intentioned.
- **Help to refer the mentee and her family to other supports as needed.** They may need counseling or other mental health services (the school counselor should be able to help with these referrals). Formal tutors or other special academic supports may keep a grieving student from falling behind in the classroom. Families can experience financial or housing difficulties after a death, so be prepared to facilitate those types of referrals as well. While your mentoring program cannot solve all these problems, it can put the mentee and her family in touch with those who can.
- **Allow the mentee to grieve.** Do not put time limits on grief or attempt to control the youth’s emotions or thoughts about it. “Letting it out” is part of the normal grieving process, so although adolescents (especially boys) may try to put a stoic face on their grief, make sure that you are not interfering with the expression of their feelings. Don’t be concerned with preset “stages” of grief or other rigid timelines or theories. Each person will grieve in his or her unique way. Remember that grief cannot be fixed, only experienced.
- **Be honest when talking about death.** Your mentee may have many literal questions about death, such as what happens to the body, as well as spiritual questions (often, children will seek the answers from several adults). Answer questions honestly and directly. Avoid euphemisms when talking about death. It is especially important to never associate sleep with death (this is most critical for younger children, but even adolescents can be confused or disturbed by phrases such as “She went to sleep and didn’t wake up.”). Do not confuse spiritual beliefs with the physical reality of what happens in death—these should be discussed as separate concepts. Do not contradict any spiritual beliefs that the child’s family may have, and remember that it is alright to say, “I don’t know” to a deeply spiritual question about death. The child may actually be comforted by knowing that there are things about death that adults don’t know either.

Above all, remind your staff to be extra supportive to the mentee during this time. Look for signs of serious depression or destructive behavior. Be attuned to the child’s moods and expect some ups and downs. Give a hug if asked. Allow for some additional fun activities. Help the mentee feel safe.

How Mentors Can Support Grieving Mentees

Helping a mentee deal with grief may seem daunting to a mentor, but it can also be a deeply meaningful experience that can bring a match closer together. Even if mentors are not intimidated by the prospect of helping a mentee through a death, they may be unsure about talking about it or other ways of demonstrating their support. The following tips, drawn from the available literature on helping bereaved children and teens, can help mentors in these situations. (You may choose to share these with mentors on a case-by-case basis, or incorporate them into group training.)

- **Find ways to help the young person reflect on and honor the life of the deceased.** This can be as in-depth as a community service project in the person’s honor, or as simple as writing a poem. Art projects, journaling, scrapbooking, and other creative projects can help your mentee reflect on the life of the person, rather than their absence in death. A sample writing activity is provided in the sidebar on page 5.

Do not force these types of activities on the young person. But if he seems up to it, a reflection activity or service project can help the mentee process his feelings and create something positive and new from what is undoubtedly a very negative experience.

- If you are comfortable doing so, **share a personal story of grief from your own life.** This normalizes the grieving process by letting the mentee know that many other people have gone through similar situations and emerged OK. Focus on steps you took to overcome your grief and specific activities that made you feel better. Share how you feel looking back on the grief now, how it has changed with the benefit of time. Talk about how you honor the person you grieved for then in your life today.
- **Anticipate changes in your mentee's behavior.** Your mentee may be distant for a while; or may cling to you for support. She will likely exhibit some of the grief symptoms mentioned previously in this article, so be ready for them and do not take them personally. Older youth can hide their grief better than children, but do not assume that they are alright just because they are not openly demonstrating their emotions or exhibiting big changes in their behavior.
- If appropriate, **spend some extra time on academics** so that your mentee does not fall too far behind in the classroom. A slide in grades and classwork can add to the depression and feelings of hopelessness for a grieving student. Provide extra homework help or test preparation if possible (just not at the expense of talking about their grief).
- **Encourage your mentee to eat well, get rest, and engage in healthful behaviors.** Grief can be physically exhausting, so make sure your mentee is getting enough sleep and proper nutrition. Encourage exercise and other stress-releasing activities.
- **Show up for your meetings!** You absolutely must be there for your mentee. After the loss of a loved one or friend, young people can

Writing Activity for Grieving Children and Adolescents

This activity was produced by the Dougy Center, a Portland, OR based organization dedicated to providing training, resources, and support to grieving children and their families. You can learn more about their work, and download many other useful resources from their Web site at: <http://www.dougy.org>

Activity: Finish the following sentences.

- *The thing that makes me feel the saddest is...*
- *If I could talk to the person who died I would ask...*
- *Since the death my family doesn't...*
- *My worst memory is...*
- *If I could change things I would...*
- *One thing that I liked to do with the person who died was...*
- *When the person died I...*
- *Since the death my friends...*
- *After the death, school...*
- *When I am alone...*

The child may want to share these responses with mentors, teachers, counselors, or other adults in supportive roles.

Activity adapted with permission from the Dougy Center.
<http://www.dougy.org/grief-support/activities>

be overwhelmed by feelings of abandonment and loneliness. Do not abandon your mentee at this difficult time.

- **Remember to take care of yourself.** You may find that you are experiencing some grief as well. Pay attention to your feelings and take care of yourself. Talk to program staff if you begin to feel overwhelmed.

Next Steps for Programs

If this is a topic not previously considered by your mentoring program, talk it over with your staff members and mentors. Develop policies and protocols on how you handle situations in which a mentee has lost a loved one or friend. Gather training content and other information that can help your mentors if this happens. Make some connections with experts on this topic in your community in case you need them someday. And coordinate your strategies with those of the school's teachers and counselors so you can work together to help the young person get back on track and out of the spiral of depression, anger, and hopelessness that can accompany a death. It has been said that mentoring is an act of love and kindness—show it most of all in these instances.

For more resources and information on grief, trauma, and how to support bereaved children and adolescents, see the list of additional reading below.

References

Barr-Harris Children's Grief Center. (2007). *Helping a child cope with loss: A teacher's guide*. Chicago, IL: Author.

Perry, B.D. (2002). *Helping traumatized children: A brief overview for caregivers* (Caregiver Education Series). Houston, TX: The Child Trauma Academy.

Perry, B.D., & Rubenstein, J. (2002). *Child's loss: Death, grief, and mourning. How caregivers can help children exposed to traumatic death* (Interdisciplinary Education Series). Houston, TX: The Child Trauma Academy.

U. S. Social Security Administration. (2007). *OASDI Monthly Statistics, November 2007*. Washington, DC: Author. Retrieved 1/22/09 from: http://www.socialsecurity.gov/policy/docs/statcomps/oasdi_monthly/2007-11/table06.html

Additional Reading and Resources

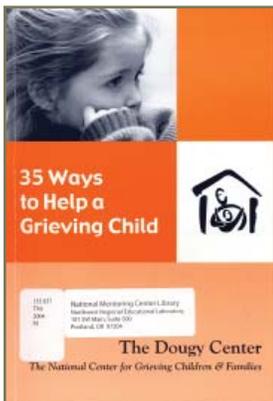
Many of these resources have been developed for family members, friends, teachers, counselors, or other healthcare providers or caregivers. All of them contain valuable advice that can be adapted by mentoring programs and individual mentors. If your mentors have further questions about how to handle any aspect of working with a grieving child, we recommend that they consult the school counselor or another mental health professional.

Online:

- *Developmental Grief Responses* (published by the Dougy Center)
<http://www.dougy.org/grief-support/developmental-grief-responses>
- *For Families and Friends: How to Help a Grieving Child* (published by Fernside)
<http://www.fernside.org/resources/families/>
- *For Professionals: How to Help a Grieving Child* (published by Fernside)
<http://www.fernside.org/resources/pros/>
- *Helping Children Cope with Loss, Death and Grief: A Guide for Parents and Teachers* (published by National Association of School Psychologists)
http://www.nasponline.org/resources/crisis_safety/griefwar.pdf
- *Helping a Child Cope with Loss: A Teacher's Guide* (published by the Barr-Harris Children's Grief Center)
http://www.barrharris.org/teachers_guide.html
- *Helping the Grieving Child in School* (published by KidsPeace Institute)
http://www.childrensgrief.net/Helping_the_grieving_child_in_school.htm
- *Helping Traumatized Children: A Brief Overview for Caregivers* (published by the Child Trauma Academy)
http://www.childtrauma.org/CTAMATERI-ALS/Prin_tcure_03_v2.pdf

- *How to Help a Grieving Child* (published by the Dougy Center)
<http://www.dougy.org/grief-support/how-to-help-a-grieving-child>
- *How to Help a Grieving Teen* (published by the Dougy Center)
<http://www.dougy.org/grief-support/how-to-help-a-grieving-teen>
- *The Child's Loss: Death, Grief, and Mourning* (published by the Child Trauma Academy)
http://www.childtrauma.org/CTAMATERIALS/loss_care_f1_02.pdf
- *The Club No One Wants to Join: A Dozen Lessons I've Learned from Grieving Children and Adolescents* (published by the Dougy Center)
<http://www.dougy.org/news/articles/the-club-no-one-wants-to-join>
- *Tips for Teachers and Other School Personnel* (published by Ele's Place)
<http://www.elesplace.org/resources/how-teachers-schools-can-help/>
- *When Death Impacts Your School: Dealing with Grieving Students in Your Class* (published by the Dougy Center)
<http://www.dougy.org/grief-support/death-impacts-your-school>

From the MRC Lending Library:

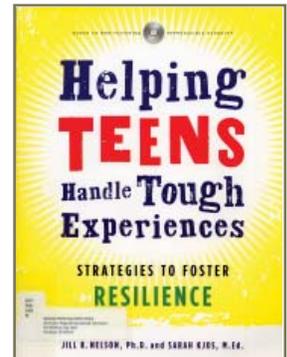


35 Ways to Help a Grieving Child (2004, The Dougy Center). This brief guide offers practical tips and valuable skills for any adult working with a grieving child. Mentors may find this to be a good starting point.
Library link: <http://www.nwrel.org/resource/singleresource.asp?id=17928&DB=res>

After a Murder: A Workbook for Grieving Kids (2002, The Dougy Center). This book offers many activities that caregivers can do with grieving children to get them reflecting on their feelings and processing the death of a loved one. Mentoring programs can find several activities in here that could be done by mentoring pairs. The activities are designed for elementary or younger middle school students, but might be adaptable for slightly older youth.
Library link: <http://www.nwrel.org/resource/singleresource.asp?id=14279&DB=res>

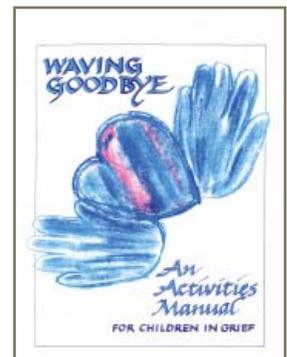
Helping Teens Handle Tough Experiences: Strategies to Foster Resilience (2008, Search Institute).

This title provides activities to help teens deal with a wide range of traumatic experiences, not just a death. Topic areas include addictions, bullying, domestic violence, eating disorders, homelessness, mental illness, physical abuse, self-mutilation, and many others.
Library link: <http://www.nwrel.org/resource/singleresource.asp?id=17761&DB=res>



Waving Goodbye: An Activities Manual for Children in Grief (1996, The Dougy Center).

This workbook has activities for many different age levels, in topic areas such as discussing feelings, memorializing, rituals for special days, closure, and addressing fear, guilt, and regrets.
Library link: <http://www.nwrel.org/resource/singleresource.asp?id=14275&DB=res>



The Pub Hub

A Look at Publications and Tools You Can Use!

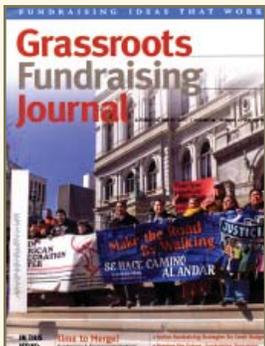
This month's PubHub focuses on print and Web resources for sustainability planning and fundraising. No matter the setting for the program—nonprofit, community, or school-based—there are many great resources in our library and online to help you. Included here are some of our favorites, from comprehensive guides for sustainability planning to specific resources on the latest innovations in fundraising. Remember to check out the MRC publications on sustainability (<http://www.edmentoring.org/pubs/sustainability.pdf>) and marketing (<http://www.edmentoring.org/toolkit>), which list additional resources.

Effective Fundraising for Nonprofits: Real-World Strategies That Work, 2nd Ed., by Ilona Bray, 2008, Nolo Press

This book efficiently covers everything a beginning fundraiser or new program manager needs to get started on building a strong development program. It is one of the most practical and comprehensive resources we know of, covering creating a fundraising plan, communicating your message, board roles and responsibilities, attracting individual supporters, approaching donors, attracting bequests and planned gifts, planning special events, raising money through business and sales activities, seeking grants, creating printed materials, designing donor-friendly websites, media outreach, and more.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=17941&DB=res>

The Grassroots Fundraising Journal (<http://www.grassrootsfundraising.org/>)



We don't usually include magazines in the PubHub, but this one is so useful that you may want to check to see if your local library has a subscription. It is geared toward sustaining small philanthropic organizations, grassroots fundraising, and building the skills of individuals who aren't necessarily marketing or fundraising experts, but have to wear that hat

to keep their passion-driven organization afloat.

The editor, Kim Klein, has also authored a couple of wonderful and timely books that are in our library:

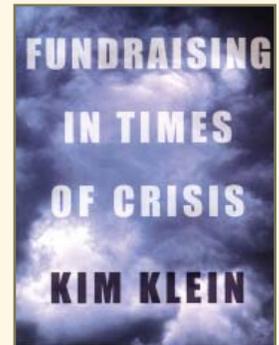
- **Fundraising for the Long Haul**, by Kim Klein, 2000, Chardon Press
This wisdom-packed classic belongs on the shelf of every passion-driven service-minded organization attempting to survive and thrive while under-staffed and tightly budgeted. It is about as

practical, down-to-earth, and inspiring as a book on fundraising can be.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=14031&DB=res>

- **Fundraising in Times of Crisis**, by Kim Klein, 2004, Chardon Press

Written after 9/11, this book has new relevance given the current financial environment. The book addresses how to respond to both internal (i.e., "we are losing our funding") and external (i.e., "we are in a deep recession") crises. It includes topics such as how to form a crisis



task force, damage control, designing a short-term fundraising strategy to get your program out of a nosedive, and designing a long-term strategy to get back on firm ground.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=17958&DB=res>

Sustaining Grassroots Community-Based Programs: A Toolkit for Community- and Faith-Based Service Providers, by U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (<http://download.ncadi.samhsa.gov/prevline/pdfs/SMA08-4340.pdf>)

This free electronic resource is very useful at the outset of sustainability planning because it has a lot of tools for organizations to map community assets, assess readiness, establish best practices in budgeting and financial management, and lay the foundation for a strong, results-oriented evaluation. The sections on marketing and fundraising don't go into great depth, but have good basic information and useful tools.

The Relentlessly Practical Guide to Raising Serious Money: Proven Strategies for Nonprofit Organizations, by David Landsdowne, 2005, Emerson & Church

This worthwhile read for the serious fundraiser offers concise and straightforward advice. Included are chapters on everything from direct mail campaigns to corporate support, from best approaches to making a direct “ask” to the pros and cons of Internet fundraising and e-commerce. The book begins with “the 16 best pieces of fundraising advice” and closes with “fundraising’s 20 biggest and costliest mistakes.”

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=17902&DB=res>

The Finance Project (<http://www.financeproject.org>)

The Finance Project is a great online resource for information for funding school-based programs. Because they do so much work with afterschool programs, many of their publications are particularly relevant for school-based mentoring programs, which often face unique sustainability issues such as prohibitions on direct fundraising, lack of a visible Web presence, or competition for funding from other school programs. They cover many issues that aren’t typically addressed by the other books in our library on nonprofit fundraising, such as creatively blending state and federal funding streams including Title 1, SES (Title I Supplemental Education Services), Safe and Drug-Free Schools and Communities (SDFSC) funding, and Community Development Block Grants. Many of their publications can be downloaded for free from their Web site.

The Foundation Center (<http://foundationcenter.org>)

One of the premiere online resources for fundraising is hosted by the Foundation Center, and its content extends well beyond seeking foundation funding. The “Gain Knowledge” tab on their Web site serves as a gateway to the *Philanthropy News Digest*, publications, free online trainings, a searchable catalog of nonprofit literature, and their own “PubHub,” which links to foundation-sponsored research reports, case studies, and issue briefs. They even have an online nonprofit literature blog, which has great suggestions for building your own organization’s fundraising library. In addition to their online resources, we have this edition of their guidebook in the MRC library:

- ***Foundation Fundamentals: A Guide for Grant-seekers, Seventh Ed.***, edited by Kief Schladweiler, 2004

This book gives an overview of where foundations fit into the total funding picture of your organization, and details how to research foundation funding opportunities, present your ideas to potential funders, and write proposals.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=16194&DB=res>

“Thank You for Submitting Your Proposal”: A Foundation Director Reveals What Happens Next, by Martin Teitel, 2006, Emerson & Church

This insightful book was written by a foundation director about his firsthand experience reviewing submitted proposals. It provides a fascinating glimpse into what happens to your proposal after you submit it. It is entertaining and informally written, but don’t let that fool you: there are a lot of dos and don’ts that offer rock-solid advice for anyone seeking foundation funding.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=17677&DB=res>

Every Nonprofit’s Guide to Publishing: Creating Newsletters, Magazines & Websites People Will Read, by Cheryl Woodard & Lucia Hwang, 2007, Nolo Press

This is a useful hands-on guide to the mechanics of marketing your program using print and electronic media. It includes information on defining the publication’s purpose, managing the publication process, making a budget, designing print publications and Web sites, finding a printer, mailing and emailing publications, selling advertising, IRS and U.S. Postal Service requirements, and getting feedback on whether your publication fulfilled its purpose. The accompanying CD-ROM has usable forms and checklists.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=17916&DB=res>

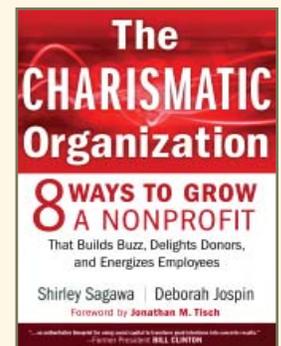
The Charismatic Organization: Eight Ways to Grow a Nonprofit that Builds Buzz, Delights Donors, and Energizes Employees, by Shirley Sagawa, Deborah Jospin, & Jonathan Tisch, 2008, Jossey-Bass

Through the years we have seen many mentoring programs created through the contagious passion of a single charismatic leader, only to flounder when they lose their leader or when they fail to turn that first big burst of energy into a sustainable program. This book directly addresses this issue by presenting a framework for creating a “charismatic organization” that energizes employees, builds community, communicates enthusiasm, and creates social capital in a way that leads to long-term success. Many of the issues dealt with in this book are often overlooked in other books on sustainability, but are right at the heart of an organization’s success.

Library link: <http://www.nwrel.org/resource/singlere-source.asp?id=17956&DB=res>

Fundraising123, The Online Learning Center From Network For Good (<http://www.fundraising123.org/>)

This site, which gathers information from experts through



continued on back page...

out the nonprofit world, is a gold mine of useful information on everything about sustainability as it relates to technology, including building your Web site, finding donor management software, e-mail outreach, utilizing social networking for fundraising, online advocacy, and marketing. The site hosts frequent online training opportunities, most of which are archived on the Web.

People to People Fundraising: Social Networking and Web 2.0 for Charities, by Ted Hart, James M. Greenfield, & Sheeraz D. Haji, 2007, John Wiley & Sons, Inc.

If there is one adage in fundraising, it is that people give to people. It is the personal plea, the request for donation from a friend, and the personalized thank-you, that are the foundation of fundraising. Individual giving is the biggest source of funding for nonprofits, but the bulk of individual giving comes in small gifts of less than \$200. Increasingly, nonprofits are turning to the use of a variety of Internet tools as an inexpensive and innovative way to engage individuals in the organization's mission, solicit donations, recruit volunteers, and manage large numbers of small donors. This book pulls together leaders in the field to provide nuts-and-bolts information on e-philanthropy, including Web site development, online giving strategies, peer-to-peer giving campaigns, social networks and blogs, and more. It is not just for techies: there is a whole chapter on how the telephone and Internet are valuable tools for individual giving.

Library link: <http://www.nwrel.org/resource/singleresource.asp?id=17940&DB=res>

Digital Giving: How Technology is Changing Charity by Richard C. McPherson, 2007, iUniverse

This resource provides a thought-provoking discussion of ways that Web 2.0 tools for fundraising are changing the very nature of philanthropy. There are good discussions on the many ways that nonprofits have reinvented and revitalized their sustainability plans to take advantage of new tools. The examples are vivid, to say the least, and they will change your perception on fundraising and hopefully give you a leg up on planning for the future of your program.

Library link: <http://www.nwrel.org/resource/singleresource.asp?id=17943&DB=res>

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U.S. Department of Education Mentoring Resource Center
771 Oak Avenue Parkway, Suite 2
Folsom, CA 95630
MRC Hotline: 1 (877) 579-4788, fax: (916) 983-6693
E-mail: edmentoring@emt.org
Web: <http://www.edmentoring.org>

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771 Oak Avenue Parkway, Suite 2
Folsom, CA 95630