

planning for organizations

Section 3 of 7

Worldstudio



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introduction

The mentoring program for organizations is designed for those who wish to develop a long-term mentoring program of a year's duration or more, in which larger groups of students may be served.

Organizations that are ideal for this type of program include design departments, AIGA chapters, or other professional design groups of five or more. The program model described here was tailored for students in high school or junior high. However, the tools provided would work equally well for college-level students. When planning your own mentoring program, it is important to evaluate the needs of your organization before approaching a source—such as a school or youth program—for your students.

For smaller groups, or for individual creatives who wish to share their experiences and creativity with a young person, please refer to *Section 2: [Planning: For Individuals.](#)*



getting started

The materials provided in the *Worldstudio/AIGA Guide to Mentoring* are examples only. When planning your own program we recommend that each group work with a local mentoring organization that can offer the support and guidance needed to build your program in compliance with school or state policies and legal requirements. See [Tool Kit](#).

support partnerships

Whether you intend to mentor students among your membership or young people from the community, a partner organization's help will give the support and longevity your new program will need to survive. For example, the New York chapter of AIGA has partnered with the New York City Department of Education and has received tremendous support. The New York City Department of Education provides training for both mentors and mentees; literature and support mechanisms; and legitimacy for parents and schools.

“ In developing relationships with potential partners, focus first on their interests. Identify how your program can help potential partners fulfill their goals. ”

set goals

We also recommend that you set strategic goals for the program, find short- and long-term partners and financial backers, involve and invite your constituency to participate both financially and as mentors and/or volunteers, and record both your progress and your group statistics. Mentoring USA considers a program successful when it completes these four steps:

- Conducts a criminal background check of mentors
- Provides orientation and training
- Provides ongoing support and contact
- Evaluates their matches and program effectiveness

Adhering to this plan supports the program and those people directly involved in its development, and gives volunteers, parents and financial backers important feedback and background information.





a model program: AIGA/NY

our sources

Information in this section of the *Guide to Mentoring—Planning For Organizations*—comes from a variety of sources. The majority of information has been generously provided by the New York City Department of Education’s New York City Mentoring Program, with supplemental information from other AIGA chapters, Mentor/National Mentoring Partnership, and Mentoring USA. The insights supplied here will guide you through creating your own mentoring program and evaluating those programs in your area. We have quoted sources wherever possible and apologize for any unwitting omission.

Throughout this guide, we’ve used the AIGA and New York Department of Education model (NYC DOE) as an example of a successful and rigorous program with a proven track record in guiding high school students outside of the classroom.



unique needs

When creating your own mentoring program, understand that each partnership and city is different and has unique needs that your organization can fill. New York’s precise procedures can help lead you to find the right partner, ask questions, set guidelines and form the best program for your organization. We also suggest that you review the information provided online from Mentoring USA.

CASE STUDY *AIGA New York & New York City Department of Education*

In developing its mentoring program in New York City, AIGA worked closely with the NYC DOE to formulate, administer and evaluate the program. The following sections of this guide will provide you with the same templates they employed.

The New York City Department of Education believes that committed organizations and businesses can and do make a critical difference in allowing their employees to serve as mentors to public high school students. The New York City Mentoring Program is a structured school-initiated approach to traditional mentoring relationships between adults and young people. Since 1983, the New York City Department of Education's New York City Mentoring Program has trained thousands of mentor volunteers throughout the New York



City area and has provided technical assistance to many businesses, organizations and government agencies in effectively using mentoring.

In 1993, AIGA New York founded its mentoring program in a partnership with the New York City Department of Education's New York City Mentoring Program to pair students from the High School of Art and Design (an arts vocational school) with professional AIGA members. Using graphic design, AIGA mentors expose students to the creative field. As a group, program participants take part in social outreach programs that extend the students' awareness beyond the creative workplace and into the community.



“ A necessary condition for an effective work-based relationship is that the two people involved (mentor and mentee) feel connected—that there is mutual trust and a sense that one is understood, liked and respected. ”

The students are chosen during their sophomore year in high school. Many students participating in the mentoring program are enrolled in advanced placement courses and are active within their school and community, making them good candidates for the responsibilities the program requires.

One goal of the AIGA New York program is to graduate more students into a creative profession. The program strives to accomplish this by inspiring the students with great mentors, offering group projects made with creative sponsorships, and by giving mentor and student pairs the support and tools they need to succeed. The subsequent pages of this guide outline the program’s techniques and experiences.



partner responsibilities

building a mentoring program

The most important advice in building a successful long-term and ongoing mentoring program is: don't try to go it alone! A solid program will require the cooperation of groups and institutions that transcend the individual designer. Orchestrating and facilitating interaction among these diverse groups necessitates buy-in from all concerned, thorough planning, and the development of effective and responsive infrastructure (including personnel).



“ One of the components of any successful mentoring program is an extended connection to other community leaders, institutions and youth agencies. ”

New York Department of Education's Basic Action Steps | **Establish the Team**

Most mentoring initiatives are a partnership among three distinct entities:

- 1. Organizational Partner** (in the case of AIGA/NY it is the New York City Department of Education). Local educational departments or umbrella organizations are excellent sources of valuable information and guidelines. For larger programs, working with an umbrella organization may be essential for adhering to city and state laws. The Organizational Partner will help facilitate smooth relationships and an effective program between your organization (Host Partner) and the mentee's parent organization (Student Facility Partner).
- 2. Host Partner.** In all cases, it is the group that wishes to build and host a long-term mentoring program. This group's membership, constituency or employee base fills your pool of adult mentors.
- 3. Student Facility Partner.** This organization represents the pool of students who are your mentees. In addition to schools, such a pool can also be found in organizations like community centers, youth service groups and churches.



New York Department of Education's Basic Action Steps | Establishing a School-Based Program



- 1.** Host Partner meets with the Department of Education's Office of Strategic Partnerships (OSP) staff to discuss the organization's offer and decide on basic program parameters—for example, how many mentors? Release time from work? Organizational coordinator? Visits to the job site? Program budget?
- 2.** Regional superintendent's office recommends school(s).
- 3.** Principal receives orientation and basic program information.
- 4.** Principal identifies school-based team, including teacher coordinator.
- 5.** School-based team and representatives from the organization or business meet to reach consensus on details of program design:
 - Goals and objectives
 - Target population
 - Focus area
 - Logistics and program parameters
 - Any unique activities to be included

6. Mentor recruitment (could include mentor orientation)
7. Mentor application and screening, including fingerprinting.
8. Mentor training.
9. Mentee recruitment and selection.
10. Parental consent forms signed.
11. Parent orientation (if desired).
12. Mentee profiles completed.
13. Mentee orientation.
14. Pairing of mentees with mentors.
15. Kick-off “party”.
16. Mentors meet their mentees and schedule meetings.
17. Mentoring begins.
18. Regular (weekly/mandatory) mentee group meetings.
19. Regular (midyear, end-of-year) mentor debriefing meetings.

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“ Mentoring efforts are important for helping students make a smooth transition to adulthood. Despite the many benefits, however, work-based programs are available to only a fraction of the youth who could benefit. A major challenge will be to increase the number of mentoring opportunities available for those who need them most. ”

New York Department of Education's Basic Action Steps | **Select the Mentors**

In the AIGA New York model, the New York City Mentoring Program administers a screening and application process to the mentors, including a mandatory three-hour initial training session. The New York City Department of Education policy also requires fingerprinting of all individuals who work one-on-one with students in their schools. The prospective mentor must also provide personal and professional references. The Department of Education reviews the mentor's application form and conducts a background check, while the school's and organization's coordinators carefully match students with mentors based upon shared interests.





expectations

The goal of the AIGA/NY NYC DOE Mentoring Program is for students and mentors to meet in the student's sophomore year and work together through graduation.

With the NYC DOE model, once mentor and mentee are matched, the mentor is asked to make a yearlong commitment to the student as well as a time commitment of four hours a month. In addition, both the mentor and student mentee are expected to participate in an evaluation process. These requirements are important to ensuring the consistency and continuity that make for a successful mentor-mentee relationship. The New York City mentors meet with their students after school, either during or after professional work hours. Companies and organizations are encouraged to be flexible in allowing their employees to participate in this program.



Mentors are encouraged to expose their students to cultural and social resources, in addition to exposing students to the work environment and helping with academic advisement. In addition, field trips and special events are usually organized for the students, to enlarge their sense of the world.*

*Information presented above has been paraphrased from the New York City Department of Education's New York City Mentoring Program.



about us





164 Fifth Avenue
New York, NY 10010

T: 212 807 1990 / F: 212 807 1799
E: mentoring@aiga.org

AIGA, the professional association for design, is the oldest and largest organization for professionals engaged in the discipline, practice and culture of designing. AIGA was founded in 1914 and now represents more than 18,000 designers through national activities and local programs developed by 55 chapters and more than 150 student groups.

AIGA supports the interests of professionals, educators and students who are engaged in the process of designing. The association is committed to stimulating thinking about design, demonstrating the value of design and enabling success for designers throughout the arc of their careers.

Through conferences, competitions, exhibitions, publications and websites, AIGA inspires, educates and informs designers, helping them to realize their talents and to advocate the value of design among the media, the business community, governments and the public.

Worldstudio



FOUNDATION

200 Varick Street, Suite 507
New York, NY 10014

T: 212 366 1317 / F: 212 807 0024
E: mentoring@worldstudio.org

Worldstudio Foundation is a nonprofit organization that offers scholarships and mentoring programs in the fine and applied arts. Acting on the belief that creativity holds enormous power for social change, graphic designer David Sterling established the organization in New York City in 1993 and developed it with his business partner Mark Randall. Since its inception, the Foundation has launched several programs dedicated to helping the next generation of artists, architects and designers realize their dreams while being proactively involved in their communities. Mentoring programs pair at-risk high school students with creative professionals to work on collaborative projects. Scholarships are aimed at increasing diversity in the creative professions and building a more socially responsive creative studio of the future. The first nonprofit in the United States devoted exclusively to encouraging social responsibility in the design and arts professions, Worldstudio Foundation dares young artists to dream—of new lives, new careers and new solutions for the world in which we live.