

IDAHO

***DEPARTMENT OF
CORRECTION***



**COMMUNITY MENTOR PROGRAM
HANDBOOK**



The purpose of the Free2Succeed Community Mentor Handbook is to provide important information about mentoring with the Idaho Department of Correction Free2Succeed Community Mentor Program and suggest strategies for mentoring that should enable a more engaging, effective, and rewarding mentoring experience for both the mentor and mentee. This handbook supplements the information learned during Mentor Initial Training and Orientation (ITO), as well as the information available on the IDOC website at: https://www.idoc.idaho.gov/content/prisons/mentor_services.

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FREE2SUCCEED MENTOR PROGRAM

Free2Succeed is the Idaho Department of Correction's community mentorship initiative that began February of 2016. The name of the program, Free2Succeed, has a three-fold meaning embodying what IDOC expectations of this mentoring initiative:

1. The inmate is “free” from the physical constraints of incarceration. This can be a liberating feeling, as well as overwhelming after years (sometimes many years) of being incarcerated. Inmates can become accustomed and ingrained to a certain conduct of behavior - from the lack of choices regarding clothing and meals to where, when, and how far they may be able to walk and exercise. As inmates or, perhaps more appropriately, returning citizens, work to overcome anxiety related to re-experiencing these physical freedoms, mentors can have an incredible impact on them by identifying resources for clothing, food, and other necessities and by integrating them into pro-social activities or simply to be supportive and encouraging.
2. The inmate is “free” of the mindset of incarceration. The physical limitations are obvious, but not so obvious sometimes are the emotional limitations and constraints that incarceration has on an individual. Thoughts of potential possibilities, what the future holds, and changing negative thought processes are achievable by being free.
3. The community is “free” to assist. The Idaho Department of Correction takes very seriously the mission to protect the public and in so doing often places restrictions on well-meaning groups, churches, and community members offering to support this mission. Mentoring in and of itself refers to an appropriate one-on-one relationship designed to assist, guide, and help someone who will benefit from the experience and knowledge of the mentor. By establishing processes intended to reduce long-standing obstacles, without sacrificing security and safety of the public (which includes staff, mentors, and the offenders), the public is “free” to stand with IDOC in partnership and collaboration to support returning citizens.

Mentoring others through critical and often difficult times will not only provide necessary guidance and support for returning citizens but also, quite possibly, for their loved ones. As a mentor with the IDOC you will help fulfill our important mission of protecting the public by:

- ❖ being part of the offender's support system and ensuring a successful transition into Idaho's communities
- ❖ providing accountability, trust, and a positive relationship where none may otherwise exist

IDOC Mission:
Protect the public, our staff, and those within our custody and supervision through safety, accountability, partnerships and providing opportunities for offender change

- ❖ developing partnerships with IDOC staff, faith-based organizations, and other community support groups and services
- ❖ offering opportunities for offenders to change. Provide comfort and encouragement through difficult and stressful times, ensure the offender attends and completes required programs, and seek positive and edifying activities to develop social and problem-solving skills.

MENTOR APPLICATION

Eligibility Requirements

The potential mentor must meet the following eligibility criteria:

- At least 25 years of age or older (exceptions may be made by staff on a case-by-case basis).
- Complete the Initial Training and Orientation (ITO); schedule can be found here (subject to change): https://www.idoc.idaho.gov/content/prisons/mentors/mentor_training
- Complete an interview with IDOC staff. This is done on a case-by-case basis and you will be notified if needed.
- Commit to time requirements as needed. Time requirements are established more by the mentor/mentee than IDOC.
- Must be willing to adhere to policies and procedures.
- Must be willing to communicate regularly with IDOC staff.

New Mentor Process

The following requirements must be met. You may begin mentoring if you are matched with someone before attending the Initial Training and Orientation; however, you must attend the next available ITO. You may also elect to not start mentoring until you have attended the ITO.

1. With submission of the mentor application, there are corresponding documents that must be reviewed and acknowledged by the applicant:
 - Mentor Position Description [Appendix A]
 - Mentor Agreement [Appendix B]
 - Confidentiality Agreement [Appendix C]
 - Release of Liability [Appendix D]
2. Once your application is submitted, it will be forwarded to the Mentor Site Coordinator (MSC) in the district where you are located and/or will be mentoring. The MSC will contact you either by phone or e-mail for introductions and to answer any questions you may have. If you are ready to start mentoring, the MSC may also provide you with requests from potential mentees. Please understand that there are several factors that must be accommodated to successfully match you with a mentee, so it might take some time to find someone who is compatible.
3. Attend the next available ITO scheduled in your area. Visit the website at https://www.idoc.idaho.gov/content/prisons/mentors/mentor_training to see when the next training is scheduled; please note that ITOs are subject to change and will be reflected on the website. Please check the website prior to the date scheduled to confirm that the ITO you are planning to attend is still scheduled.

NOTE: If you have any questions about training dates and locations, please contact the district Mentor Site Coordinator (MSC). See pg. 26 for their contact information.

MENTOR ADVISORY BOARD (MAB)

MABs may be established in each district to assist other mentors in the district with mentoring. The mentors serving on the MAB are there to “mentor” other mentors and provide feedback, discussion, suggestions, alternatives, insight, etc. to other mentors. MAB mentors are typically experienced mentors with the Free2Succeed program and have built positive relationships with staff. A probation and parole officer is encouraged to be invited to be a part of the MAB as well as a facility case manager, if available.

In consultation with the IDOC Free2Succeed Program Manager, each district MSC will identify and select mentors they know to be effective mentors and committed to the success of other mentors to serve on the MAB. The MSC will discuss the possibility of serving with each mentor and when the list is complete, the IDOC Free2Succeed Program Manager will send an invitation to each of the mentors selected. The number of mentors on the MAB will vary with the size of the district and the number of mentors in the district. For example, district 4 MAB may have 10-15 while district 2 may have 3-5 mentors on the MAB. Each MAB may also include a probation and parole officer and a facility case manager, if available.

MAB meetings will be facilitated by the MSC and held periodically (monthly, every other month, etc.). The general purpose of the meetings will be to discuss ways to build the capacity and sustainability of the Free2Succeed program within the district. Specific items on the agenda may include particular mentors that may be experiencing issues, working with IDOC staff, sharing community resources and working together with community organizations. The MAB members will be “mentoring” other mentors in the district and be utilized as a resource for the mentors.

If a mentor has questions, concerns, or just looking for another way of mentoring, the MAB can be used as source for support and encouragement for all of the mentors in the district.

REQUEST FOR A MENTOR

Inmate Eligibility Requirements

An inmate can request a mentor the following ways from either incarceration or while on supervision:

Incarcerated: Within 90 days of a release date

1. Complete and submit a Request for a Mentor to the facility Volunteer/Religious Coordinator (VRC) or the Case Manager (CM) [Appendix E].
2. The VRC or CM will forward the request to the Community Mentor Program Manager (CMPM).
3. Request will be processed and forwarded to the respective Mentor Site Coordinator (MSC) to where the inmate will be releasing.

About 95% of those incarcerated in prison will be returning to communities throughout Idaho.

4. When the MSC identifies a mentor who agrees to mentor the inmate, the MSC will facilitate an initial phone call with facility staff between the inmate and mentor.

Supervision: Can be submitted at any time

1. Complete and submit a Request for a Mentor to the probation/parole officer (PPO), district MSC, or complete the online form at <http://forms.idoc.idaho.gov/Forms/MentorApplication>.
2. Request will be processed and forwarded to the respective MSC to where the inmate will be releasing.
3. When the MSC identifies a mentor who agrees to mentor the offender, the MSC will facilitate an initial meeting between the mentor, mentee, and the PPO.

INITIAL CONTACT & COMMUNICATION

Initial Phone Call

MSC will provide the mentor (typically via e-mail) with the Request for a Mentor of a potential mentee for consideration. If the inmate is still incarcerated when a match is made, the inmate will be provided an opportunity to call the mentor from a staff telephone. This initial phone call will allow for conversation to begin about the inmate, what assistance might be provided by the mentor, and how communication will continue upon release. Getting to Know Your Mentee [Appendix F] includes some suggested questions that may help guide the discussion during the initial phone call.

Additional contact is allowed between an approved mentor and mentee at the mentor's and/or mentee's expense. Mentors will not be allowed to visit the inmate as a visitor or volunteer in the facility. An exception to this will be made only at a Community Reentry Center (CRC) upon approval by the CRC manager in accordance with the facility access policy.

Mentors who wish to communicate with their assigned mentee before their release via e-mail may do so by setting up an account with JPay. Information and rates may be found at www.jpays.com. JPay is an independent company that contracts with the IDOC for various electronic services for inmates and families. Any issues encountered while using JPay should be brought to the attention of JPay and not the IDOC.

IDOC policy 503.02.01.001, *Telephones and Electronic Communication Systems: Inmate*, allows inmates to utilize vendor-provided hardware and purchase electronic communication systems (ECS) devices that support music, email, digital photographs, video messaging, and other services as approved and authorized by IDOC. Electronic communications are not considered privileged or confidential. ECS services are provided under contract with an outside third party, and inmates must pay to utilize such services. The IDOC does not bear the cost of ECS for or on behalf of indigent inmates.

Initial Meeting

As soon as possible upon the inmate's release, or if already on supervision, the MSC will facilitate an initial meeting with the mentor, mentee, and the assigned PO. The initial meeting will discuss important points about the mentorship, introduce the PO to the mentor, and make sure that all parties understand the parameters and expectations of the mentorship. Discussion items and points to cover during an initial meeting can be found in Appendix G.

During the initial meeting with the PO, or during the first meeting between the mentor and mentee after the initial meeting, the Mentor/Mentee Agreement [Appendix H] should be discussed and completed. The MSC will also be able to assist with the completion of this agreement. This is important as it sets the tone for the mentorship and establishes important boundaries. Add as much as you and your mentee would like; both mentor and mentee sign it and return it to the MSC to be added to the offender's file.

Mentor Reporting

During the mentorship, it is advisable for the mentor to meet with the mentee as much as possible; however, there are no specific requirements for the number of times to meet and/or how long each meeting should be. The only requirement is that the mentor will submit a Mentor Report [Appendix I] regarding the mentorship at least once per month (more if necessary). This report is accessed by mentors electronically at <http://forms.idoc.idaho.gov/Forms/mentorreporting> and is automatically submitted to the mentee's PO, MSC, and the CPM.

Mentoring vs. Chaperoning

Sex offenders who request a mentor may be matched but the mentor may not necessarily be able to chaperone the mentee to restricted activities. For a mentor to become a chaperone, they must adhere to the process outlined in IDOC SOP 701.04.02.006 *Sex Offenders: Supervision and Classification*, page 18.

Although any mentor may mentor a sex offender, typically, sex offenders in the community are mentored by other sex offenders who are or were on supervision and who have been successful in their transition back into the community. However, a mentor who is currently on supervision for a sex offense will not be able to become a chaperone to another sex offender. They may still mentor and engage in pro-social mentoring activities but will not be able to escort their mentee to restricted activities as a chaperone.

ESSENTIALS OF MENTORING

Creating the Right Environment

Experienced mentors recognize that successful, trust-based relationships grow when the mentor pays attention to meeting in the right environment. There are two aspects to the environment that you should pay attention to: the physical and emotional. The physical environment should be one where you and your mentee feel comfortable and safe with no distractions.

Real congruence starts with a buoyant and sincere wish to understand the other person – to see the world as they see it. At the same time, you have to be self-aware and self-accepting. Letting your own barriers down, free of the need to defend yourself.

---Jenny Rogers

Self-Awareness

Don't let yourself get in the way. An essential part of mentoring is being aware of your own thoughts, feelings, beliefs, and assumptions and how they can influence others or get in the way of effective communication and the development of trust. It is the mentee's agenda that matters in mentoring – not the mentor's – and the mentee must be able to trust that this is true. Only the true self-aware mentor will be able to tell when they are losing the trust of the person they are working with.

Be open. Real self-awareness helps you to be sensitive to others and recognize your own strengths and weaknesses, so you are more likely to focus on your mentee's agenda. It enables you to see the state of trust in the relationship you have with that other person.

Self-question. Self-reflection and asking yourself questions about your own strengths, weaknesses, perceptions, and beliefs is a good practice to get into when preparing to mentor.

Take notes and reflect. It is important to take notes during mentoring meetings, or straight after if that's not practical. This will enable you to reflect on your own contributions, skills, and areas to improve, to become a better mentor.

Self-Regulation

What is self-regulation? Self-regulation is mostly about being able to control your emotions and responses to situations and other people. This capability is important for mentors. Without this capability, the mentor's emotional response to the other person and their situation may interfere with the mentor's ability to help the other person. On the foundation of self-regulation, the mentor can build the following capabilities:

- Emotional self-control – controlling impulsive emotions
- Trustworthiness – being honest and taking action that is in line with values
- Flexibility – being able to adapt and work with different people in different situations
- Optimism – the ability to see opportunities in situations and the good in other people
- Achievement – developing own performance to meet your own standards of excellence

How does self-regulation help? When a mentor is regulating himself or herself effectively, they are best placed to understand and to respond to the needs of others. They are then able to demonstrate:

- Empathy – based on their understanding of the other person's emotions, needs and concerns
- Organizational awareness – the ability to really understand an organization and how this context affects the person they are working with
- Focus – the ability to understand the individual they are working with
- Rapport – that close and harmonious relationship based on excellent communication through which people understand each other's feelings and ideas

An unregulated mentor will not be in a position to do any of these things, nor to develop a relationship based on trust with the other person.

Setting Ground Rules

Often, individuals may not be sure what to expect from a mentoring relationship. They may be expecting you to give advice or tell them what to do, so it is important to set expectations at the outset. Mentoring is not about the mentor telling the mentee what to do; it is about the mentee being supported to explore their own challenges and solutions. Setting expectations also gives a starting point to both people about the purpose and possible outcomes of the work you will do towards the achievement of the goals that the mentee is committed to achieving.

As a mentor, it is important to set ground rules and agree on how you will work together. This is known as contracting. This helps to align expectations and build a solid foundation for the work to come. Document these in the Mentor/Mentee Agreement [Appendix H], to include:

- Desired outcomes and the mentee’s commitment to making them happen
- The appropriate level of support and challenge
- Frequency and length of sessions
- Format of sessions (face-to-face, telephone, Skype/other media, etc.) and location
- Protocol around meeting – cancellation/postponement
- Openness, honesty, and confidentiality
- Boundaries: what should and shouldn’t be on the agenda for discussion and action

The mentor needs to hold the mentee accountable for the commitments they have made. Without an explicit contract, this becomes problematic and may risk damaging the relationship. A shared understanding about the mentor’s role in the work towards agreed outcomes is a core element of the ongoing development process.

New Match Anxiety

Having recently been matched with a mentee, you may be experiencing some confusion, anxiety, or not knowing what to “do”. Or you might be lucky enough to feel a real sense of connection with your new mentee... all of which are very normal in a new relationship.

Excitement and exuberance can be overwhelming for individuals who have struggled for a good portion of their lives, many of whom are experiencing feelings of anxiety, hopelessness, and very often helplessness.

The first few months of a new mentorship should be focused on getting to know each other; building trust and rapport; listening, listening, and more listening on your part; and, most importantly, being there (or calling/texting/emailing) when you say you will. It may feel like you need/want to accomplish so many things, but until your mentee feels heard and understood, he/she is not going to be interested in much of anything you have to say or want to do.

Please do not do anything for your mentees that they can do for themselves, and never work harder than your mentee. This behavior encourages “disability” and dependence on you. Instead, focus on how your mentee can utilize unique strengths, talents, and skills to identify options and overcome obstacles. The mentees have learned tools for coping while incarcerated, so remind them to use what they have learned. Be there to encourage and support and help create an environment that will motivate your mentee to ask for help.

You may be feeling frustrated with a lack of responsiveness on the part of your mentee. Please be patient as you take the lead in initiating communication and expressing interest in the well-being of your mentee. In the early stages of this relationship, it is up to you to take the reins regarding communication, as there may be some initial hesitation on the part of your mentee. Try to make contact every week or two, even if just to say you are checking in. Become familiar with schedules; invite to coffee or some other underwhelming social activity; send inspirational quotes; discover shared interests and passions; learn something new together. If you sense that your mentee is backing away, give them some breathing room.

Then make a small gesture of invitation and talk about if/when you should be concerned about unresponsiveness on his/her part.

MENTOR EXPECTATIONS

UNREALISTIC	REALISTIC
<p>My mentee will attend each and every meeting; be on time for every session; and fulfill any time commitments to the program and to the match.</p>	<p>I do not know if my mentee will show up on time or fulfill his/her commitment to the program. Still, I pledge to show up on time for all meetings, and I pledge to keep my commitment. If my mentee drops out of the program, I will not personalize it by thinking that I am a failure. Instead, I will fulfill my personal mission of service to this at-risk population by trying to be matched with a new mentee.</p>
<p>As a result of spending time with me, my mentee will make immediate changes in his or her behaviors. My mentee will stop using drugs, stop making other bad decisions, and will maintain gainful employment.</p>	<p>As I have no control over my mentee, I hope that he/she will make positive improvements; but even if not, I will continue offering my time and support. I understand that with returning citizens there are often setbacks and that changes can come slowly. I also understand that mentoring is like planting seeds and that there is no set timeframe for when those seeds will come to fruition.</p>
<p>My mentee will consistently thank me for my time and support.</p>	<p>I realize that many returning citizen mentees do not have positive attitudes and that they may lack adequate social skills—so, my mentee may never thank me. This is okay, as I will not expect gratitude. Instead, I pledge to give mentoring as a gift.¹</p>

BUILDING A RELATIONSHIP WITH A MENTEE

Building an effective relationship of mutual understanding and trust with the mentee is a critical component of effective mentoring. Mentors can establish rapport with their mentees by using effective interpersonal communication skills; actively building trust; and maintaining confidentiality. This document contains information and advice to help mentors build rapport and create positive relationships with mentees so that both parties can achieve the greatest benefit from the mentoring experience.

Friendship vs. Mentorship ²

A mentoring relationship is not like a friendship. There are key differences which need to be reflected in how a mentor deals with a mentee. If a mentor does not take this into account they will encounter problems including:

- Exposing themselves to manipulation and security risks
- Misleading the mentee as to the nature of their relationship which could lead to confrontation
- Not helping the mentee take personal responsibility
- Making it difficult to challenge the mentee to move forward

Friendship

vs.

Mentorship

Trust – natural

Trust – professional

Opinions

Understanding

Doing

Support

Advice

Guidance

Boundaries – implicit

Boundaries – explicit

Whenever needed

Mentee’s needs

Open length

Defined time

Open

Guarded

Physical touch

Accountability

Organic relationship

Managed relationship

Keeping secrets

Confidentiality

Mutual support

Mentee’s needs

Interpersonal Communication

Interpersonal communication is a person-to-person, two-way, verbal, and nonverbal sharing of information between two or more persons. In the context of mentoring, good communication helps to develop a positive working relationship between the mentor and mentee by helping the mentee to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentor. Mentees learn best from mentors who are sincere, approachable, and nonjudgmental. These qualities are communicated primarily by facial expressions, and, to a limited extent, by words. People often remember more about *how* something is communicated rather than the speaker’s *knowledge* of the subject.

There are two types of communication: verbal and nonverbal. Verbal communication is the communication that occurs through spoken words. Nonverbal communication is when communication occurs through unspoken mediums, such as gestures, posture, facial expressions, silence, and eye contact. It is important for mentors to remember that they are communicating to mentees when they are speaking *and* when they are not speaking. In fact, up to 93% of human communication is nonverbal. ³ This includes body language, which tells those with whom we are communicating a great deal about what we are thinking and feeling. The mentor needs to be aware of what he or she is communicating nonverbally as well as what the mentee is communicating verbally. Examples of body language include:

Positive or Open	Negative or Closed
Eye contact (depending on the culture)	Averted eyes
Open or relaxed posture	Crossed arms
Nodding or affirmation	Pointing fingers
Pleasant facial expressions	Facing away from individual

Verbal communication is a component of most mentoring activities, which include face-to-face, email, text, or phone communications. When mentoring, effective communication involves more than just providing information or giving advice. It requires asking questions, listening carefully, trying to understand a mentee’s concerns or needs, demonstrating a caring attitude, remaining open-minded, and helping to solve problems. There are many communication skills that mentors can utilize to effectively communicate with mentees, including the following:

- **Active listening:** Be sure to really listen to what a mentee is saying. Often, instead of truly listening to what the mentee is saying, the mentor is thinking about his/her response, what to say next, or something else entirely. It is important to quiet these thoughts and remain fully engaged in the task of listening.
- **Attending:** Listen while observing and communicate attentiveness. This can include verbal follow-up (saying “yes,” or “I see”) or nonverbal cues (making eye contact and nodding the head).
- **Reflective listening:** Verbally reflect back what the mentee has just said. This helps the mentor to check whether or not he/she understands the mentee, and helps the mentee feel understood.
- **Paraphrasing:** Determine the basic message of the mentee’s previous statement and rephrase it in your own words to check for understanding.
- **Summarizing:** Select main points from a conversation and bring them together in a complete statement. This helps to ensure that the message is received correctly. For example, “Let me tell you what I heard, so I can be sure that I understand you... Is that right?”
- **Asking open-ended questions:** Ask mentees questions that cannot be answered with a simple “yes” or “no.” Open-ended questions encourage a full, meaningful answer using the mentee’s own knowledge and feelings, whereas closed-ended questions encourage a short or single-word answer.
- **Probing:** Identify a subject or topic that needs further discussion or clarification and use open-ended questions to examine the situation in greater depth. For example, “I heard you say you are overwhelmed; please tell me more about that.”
- **Self-disclosure:** Share appropriate personal feelings, attitudes, opinions, and experiences to increase the intimacy of communication. For example, “I can relate to your difficult situation; I have experienced something similar and recall being very frustrated. Hopefully I can assist you to figure out how to move forward.”
- **Interpreting:** Add to the mentee’s ideas to present alternate ways of looking at circumstances. When using this technique, it is important to check back in with the mentee and be sure you are interpreting correctly before assigning additional meaning to their words.

- **Confrontation:** Use questions or statements to encourage mentees to face difficult issues without accusing, judging, or devaluing them. This can include gently pointing out contradictions in mentees' behavior or statements, as well as guiding mentees to face an issue that is being avoided.

Several attitudes and/or behaviors can serve as barriers to communication—these can be verbal or nonverbal. Verbal barriers to communication that should be avoided include the following:

- **Moralizing:** Making judgments about a mentee's behavior, including calling it "right" or "wrong," or telling them what they "should" or "should not" do.
- **Arguing:** Disagreeing with instead of encouraging the mentee.
- **Preaching:** Telling the mentee what to do in a self-righteous way.
- **Storytelling:** Relating long-winded personal narratives that are not relevant or helpful to the mentee.
- **Blocking communication:** Speaking without listening to the mentee's responses, using an aggressive voice, showing impatience, showing annoyance when interrupted, or having an authoritative manner. These behaviors often lead to the mentee feeling down, humiliated, scared, and insecure. As a result, the mentee may remain passive and refrain from asking questions or distrust the mentor and disregard his/her recommendations.
- **Talking too much:** Talking so much that the mentee does not have time to express him or herself. As a mentor, it is important not to dominate the interaction.

Examples of nonverbal barriers to communication include shuffling papers, not looking directly at the mentee. Communication barriers may have consequences for both the mentor and the mentee. They may lead to a lack of information shared, fewer questions being asked by the mentee, difficulty in understanding problems, uncomfortable situations, and a lack of motivation on the part of the mentee.

Establishing Trust

Establishing trust is an essential component in building rapport with a mentee. Trust is the trait of believing in the honesty and reliability of others. ⁴ Some mentees may be nervous about working with a mentor. To put them at ease, create a trusting relationship by empathizing with their challenges, sharing knowledge without being patronizing, and remaining nonjudgmental. Along with the other communication skills listed above, establishing a trusting dynamic is essential for a productive and positive mentor/mentee relationship.

Here are some ideas for how you as a mentor can build trust with the mentee:

- Share appropriate personal experiences from a time when they were mentored.
- Acknowledge mentee strengths and accomplishments from the outset of the mentoring process.
- Encourage questions of any type; tell the mentee that there is no such thing as a bad question.
- Take time to learn culturally appropriate ways of greeting and addressing peers.
- Acknowledge the mentee's existing knowledge and incorporate new knowledge into existing knowledge.
- Ask for and be open to receiving feedback from mentees; apply constructive feedback to improve mentoring skills.
- Eat a meal with the mentee to get to know him/her.

Maintaining Confidentiality

Maintaining confidentiality is a critical component of the mentor-mentee relationship. In such relationships, confidentiality refers to the mentor's duty to maintain trust and respect the privacy of the mentee. Without appropriate confidentiality, mentors will find that it is very difficult, if not impossible, to establish trust and build rapport with their mentees. Note that at the beginning of the mentoring relationship, it is very important for the mentor to explain to the mentee any circumstances in which confidentiality may be broken because there are exceptions to confidentiality which are outlined in the Confidentiality Agreement (Appendix C).

To maintain confidentiality with their mentees, mentors need to be sensitive to when and where to have conversations with and provide feedback to their mentees. Some mentees may feel shame if they are corrected in front of others, so make efforts to offer feedback in a private setting whenever possible. Additionally, the mentor should refrain from sharing details of mentor-mentee conversations with others at later times.

In these situations, mentoring can still be a positive learning experience for both parties. Establishing a relationship in which confidentiality is a top priority can help alleviate tensions associated with differences between the mentor and mentee.

SETTING BOUNDARIES AND AVOIDING MANIPULATION

Establishing boundaries is critical to maintaining a safe and healthy mentorship. Failure to do so can create an unbalanced relationship, risks to you and your family and/or to the mentee's, and the inability to help your mentee utilize the support you are offering.

What is a boundary?

A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective they need to be applied on a consistent and ongoing basis.

Who needs boundaries?

All of us can benefit from having healthy boundaries in our relationships. Exercising your ability to set and maintain those boundaries throughout your mentoring relationship will provide you with an opportunity to challenge your own personal growth.

It is particularly important to establish boundaries with offenders because:

- They come from chaotic and unpredictable environments (prison or jail) or their home
- They may have been victims of abuse or other types of trauma
- They may have been under the influence of drugs/alcohol abuse

Are there any signs that can tell me if my personal boundaries have been crossed?

Feeling angry, used, violated, drained, or that you need to walk away from the relationship may be signs that you are in a situation where your boundaries are being violated.

How do I prevent my boundaries from being violated?

You should decide what boundaries are important to you before the match begins and certainly before being confronted with a difficult situation. Planning in advance will help prevent being caught off guard

and it will also help you plan and rehearse your desired response. Some specific areas where boundaries are important are:

- Money: How much money am I comfortable spending? How will I respond if my mentee asks me to buy him/her something? What if my mentee's friends or family requests help with their finances?
- Behavior: What would I do if my mentee uses foul language, mistreats others, steals, or is disrespectful of during one of our meetings?
- Self-disclosure: How would I respond if my mentee asks me about my previous experience with sex, drug use or other illegal activity, past relationships, or other personal issues?
- Time: How much time do I feel comfortable spending with my mentee on a weekly basis? Am I comfortable receiving phone calls at work/home? How late is too late to receive a phone call (or too early)? What would I do if my mentee does not show up for a meeting?
- Working with family and friends: What would I do if my mentee's friends share inappropriate information with me? What would I do if I get harassing calls from a spouse or ex-girl/boyfriend?

Remember that if you are not sure how to respond to a situation, you have every right to request time to think about it.

It is best to set boundaries from the start. However, you can and should adjust your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship.

Reach out to someone if you don't know or are unsure of a boundary violation.

Are there any guidelines I can use that can help guide my actions when confronted with a situation that challenges healthy boundaries?

Here is a three-step approach you can apply when trying to decide how to handle a difficult scenario:

1. How can you respond to this situation in a way that protects the well-being of the mentoring relationship?
2. What are the short-term and long-term consequences of the way you choose to handle the situation?
3. How can you effectively communicate with your mentee the importance of the boundary in question in a way that honors your needs without blaming or shaming your mentee?

Understanding some criminal thinking patterns may assist you to increase your awareness and communication with your mentee. These thinking patterns may be obstacles your mentee is trying to overcome.

- **Closed Channel Thinking** – Not receptive. Not self-critical. No disclosure. Good at pointing out, giving feedback on faults of others. Lies of omission.
- **Victim Stance** – Views self as victim. Blames others.
- **Views Self as a Good Person** – Focuses on his/her positive attributes and fails to acknowledge his/her destructive behavior. Builds self up at other's expense.
- **Lack of Effort** – Unwilling to do anything that is boring or disagreeable. "I can't" means "I won't"

- **Fear of Fear** – Irrational fears (many) but refuses to admit them. Fundamental fear of injury or death. Profound fear of putdown. When held accountable experiences “zero state” – feels worthless.
- **Lack of Interest in Responsible Performance** – Responsible living is unexciting and unsatisfying. No sense of obligation. Will respond if only an immediate payoff.
- **Lack of Time Perspective** – Does not use past as a learning tool. Expects others to act immediately to demands. Decisions on assumptions, not facts.
- **Power Thrust** – Compelled need to be in control of every situation. Uses manipulation and deceit. Refuses to be dependent unless advantage can be taken.
- **Uniqueness** – Different and better than others. Expects of others that which he/she fails to meet, super optimism cuts fear of failure, quits at the first sign of failure.
- **Ownership Attitude** – Perceives all things, people, objects to possess. No concept of ownership or rights of others. Sex for power and control – not intimacy.

Following are some techniques that are used to manipulate others. One or more of these may manifest itself during the mentorship so being aware will help you maintain a healthy mentorship. This is not an exhaustive list but should give you some ideas of things to look for:

- **Empathy:** Establishing an inappropriate personal connection with you through religion, family, interests, beliefs, jobs, sports, hobbies, ethnicity, etc.
- **Flattery:** "You're the best mentor I've ever had. Or, going the “extra mile” without being asked, becoming indispensable.
- **Sympathy:** Feeling sorry for you or getting you to feel sorry for them; can be used in connection with empathy. Areas of vulnerability include such things as divorce or loss of a loved one.
- **Helplessness:** Making you believe that the offender is helpless and in danger without your help. “I have been a failure all my life” or “I’m getting kicked out of my house.”
- **Confidentiality:** Sharing a "secret" to test your integrity. This is also a test to see if further manipulation is possible.
- **Isolation and Protection:** Using rumors, conflicts, protection, or personal information to isolate you from staff and others. The offender might say he heard staff talking trash about you. "They're wrong about you." The offender is probably going to others saying that you are running them down. An offender may use rumors designed to separate you from peers and staff and vice versa. Well-placed rumors create doubt in everyone’s mind, even those who state their disbelief.
- **Touching:** Testing to see your reaction. Doing nothing implies permission to go further. Touching doesn't have to be sexual in nature but is often an attempt to create a more personal bond.
- **Sexual References:** Testing your limits, willpower, and integrity. Sexual references and off-color jokes are always inappropriate whether they come from an offender, staff, or volunteer. Again, saying nothing implies permission to proceed further. Offenders will often use an allusion or hint to sex. Sexual advances can be with either females or males. Allusion to sex may happen at any point in the set-up process. Your response or lack of response will determine what happens next.
- **Coercion/Intimidation:** Testing your emotional strength, willpower, and integrity. Outright threats usually don’t occur, unless the offender senses that you are easily

frightened. It usually starts with minor offers of protection: "I'll take the heat for you giving me that pen." And escalates to major offers of protection: "If anyone ever tries to hurt you, I'll protect you." Offenders may even stage an event: When no other staff members are present, the offender will come to your aid in a staged event. It is often in the form of blackmail, especially if the offender has already manipulated you into breaking a rule.

TRANSITIONING TO THE COMMUNITY

Returning to the community can be daunting, stressful, full of anxiety, fearful, and nerve-wracking not only for the inmate but for the mentor. Looking at transition from incarceration to the community in terms of three can help reduce a lot of these emotions and create a solid base for the mentorship.

Consider Transition in 3s: first three minutes; first three hours; first three days; first three weeks; and first three months.⁵

First Three Minutes: Your mentee will have many pressing needs when he or she leaves prison. Immediate needs may include:

- Safe living arrangements
- Food
- Clothing
- Identification
- Transportation to the probation and parole office
- Ability to communicate
- Clear understanding of what release day may entail

As a mentor, you certainly are not expected to provide for any or all these needs but, rather help your mentee understand where they may go to get these needs fulfilled or how to handle the stress of dealing with some of these immediate concerns. The initial phone call with your mentee, if completed, is an excellent opportunity to discuss the "first three minutes" with them.

First Three Hours: Within the first 3 hours after walking out of the prison gate, what are the priorities? Parole officer? Get settled into new housing? Get something to eat?

Encourage compliance with all the rules. Be sure your mentee understands your obligation and commitment to upholding the law.

Always demonstrate respect for the parole officer's responsibilities and authority. If you have problems with the parole office, contact the Free2Succeed Site Coordinator or the Program Manager for help.

First Three Days: Goals for the first 3 hours may run into the first 3 days. Your mentee's goals for the first 3 days should be to:

- Understand parole expectations
- Settle into new living arrangements
- Get to work on the reentry plan

Make sure you have attempted to have daily contact with your mentee and that he/she is moving forward – no matter how small the forward progress might be or in what area. You are building accountability by refusing to allow your mentee to avoid tasks.

First Three Weeks: As the first 3 days run into the first 3 weeks, keep having weekly meetings to review your reentry plans and goals.

Get to know your mentee better and do some things together for fun. Look for ways to build mutual understanding and trust. Also encourage your mentee to get to know others and get connected. A positive social network is very important for ex-prisoners.

Common high-priority goals for the first three weeks are to:

- Get into available support groups. This may be required for supervision but if not, encourage your mentee or help them find one of which they feel comfortable participating.
- Get medical and dental care
- Begin searching for a job or social services to meet financial needs.

First Three Months: Goals that are not fully accomplished during the first three weeks will be continued into the first three months.

During the first three months, you can begin to focus on long-term goals related to the educational and spiritual needs of the mentee. Having these needs met will help stabilize the mentee for years to come.

The Protective Factors Action Plan [Appendix L] is a tool that may help you and your mentee develop some goals and specific action plans to attain those goals. Using the “Transition in 3s” concept can help guide the timeframe and parameters of those goals.

FOUR PHASES OF MENTORSHIP PROCESS ⁶

There are four distinct phases of the mentorship process.

Phase 1: Preparing

- Both mentor and mentee must prepare individual and in partnership
- Mentors explore personal motivation and their readiness to mentor, assess their skills and identify their own areas for learning and development
- Both should establish clarity about expectations and roles
- Don’t look for chemistry but instead see how you can work productively with and honestly feel about helping the mentee

Phase 2: Negotiating

- Parties come to an agreement on goals and establish ground rules to create a shared understanding about assumptions, expectations, goals and need.

- Discuss confidentiality, boundaries, and limits regardless of how difficult these topics may be to discuss.
- When and how to meet, responsibilities, criteria for success, accountability, and timeline for closure.
- Review, complete, and sign the Mentor Agreement.

Phase 3: Enabling (positive growth and development)

- Learn and develop, communicate openly, reflect on the learning progress continuously
- Mentor to nurture mentee’s growth by establishing and maintaining an open and affirming learning climate and providing thoughtful, candid, and constructive feedback.
- Parties monitor the progress to ensure goals are being met.

Phase 4: Closing

- Be aware of the signals that indicate it is time for closure. Evaluate if the goals have been met or if the relationship is no longer effective.
- Evaluate personal learning and celebrate any progress made.
- Remember that there is no failure on the part of either the mentor or mentee.

WHAT SKILLS MAKE A GOOD MENTOR? ⁷

Mentors listen	They maintain eye contact and give mentees their full attention
Mentors guide	Mentors are there to help their mentees find life direction, never to push them
Mentors are practical	They give insights about keeping on task and setting goals and priorities
Mentors educate	Mentors educate about life.
Mentors provide insight	Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions.
Mentors are accessible	Mentors are available as a resource and a sounding board.
Mentors criticize constructively	When necessary, mentors point out areas that need improvement, always focusing on the mentee’s behavior, never character.
Mentors are supportive	No matter how painful the mentee’s experience, mentors continue to encourage them to learn and improve.
Mentors are specific	Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.

Mentors care	Mentors care about their mentees’ progress in all aspects of their life – personal, family, professional, spiritual, etc.
Mentors succeed	Mentors are not only successful themselves, but they also foster success in others.
Mentors are admirable	Mentors are usually well respected in their organization and in the community.

Following are some additional strategies that may be beneficial for mentors to understand and incorporate in their mentoring efforts:

- **Relationship building:** The process of forming, expanding, and maintaining a supportive connection with another person requires careful attention, patience, and persistence.
- **Sharing values:** A willingness to share beliefs, principles, and ideals with another prepares us to meet the needs of the mentee.
- **Culturally sensitive approach:** Show respect for each other by seeking out and sharing each other’s cultural knowledge. Recognize that values and practices vary across cultures.
- **Self-reflection:** Reflecting on our own practices, knowledge and beliefs enables us to be more self-aware and make changes in our behavior or viewpoint.
- **Listening and reflective inquiry:** Effective communication involves building trust, careful listening, and asking respectful questions to achieve clarity. We ask thoughtful questions to elicit thoughtful answers.
- **Setting achievable goals:** Assist in identifying, refining, and setting realistic goals.
- **Problem solving:** When a problem arises, actively help to find solutions – not by stepping in and providing answers but by helping others to define the problem, examine options, and select strategies.
- **Observation:** 3-step process: discuss goals, observe and document, discuss thoughts and reactions to observation.
- **Reflective conferencing:** Help lead others to analyze events, address challenges, and plan and discuss next steps.
- **Journaling:** Write thoughts about what you are doing, interactions, new ideas, and plans. Journals help track growth and development and help in future planning.
- **Feedback:** Honesty, courtesy, and respect are the guiding principles of providing and receiving feedback. Feedback is about moving forward, not about documenting mistakes or moving backward.
- **Professional development:** Through reflection and dialog, we can progress and identify personal pursuits. As milestones are achieved, new ones emerge.



FREE2SUCCEED COMMUNITY MENTOR HANDBOOK



MENTORING TOOLS

These tools are available for you to use if you feel they would be helpful. There is no requirement for mentors to use them and submit them to any staff member as a condition of mentoring.

Protective Factors Action Plan [Appendix J] – may help mentors to visualize where their mentee may be in important areas of their lives. These areas correspond to the areas that the POs are working with them within the Target Interventions and helping them meet supervision requirements. This tool is available on the IDOC website at https://www.idoc.idaho.gov/content/document/protective_factors_action_plan.

Target Interventions [Appendix K] – are used by IDOC staff to identify what risks the offender may encounter during their supervision. Once identified, targeted interventions can be developed to address the risks. Understanding these target interventions can help mentors work to develop additional strategic interventions in conjunction with the PO. These are available on the IDOC website at https://www.idoc.idaho.gov/content/document/target_interventions.

Mentor Activity Log [Appendix L] – is used to document the mentor’s service hours in three different areas:

1. **Mentee Activity/Support:** This is any time you spend with your mentee or in support of your mentee. Any time you spend *with* your mentee can be counted as a collateral contact, which significantly enhances community supervision. Examples include participating in a pro-social activity together; engaging in a learning experience – perhaps the two of you learn something new together, or one of you introduces the other to something you love doing; checking in/following up with your mentee; responding to a crisis or emergency situation regarding your mentee; gathering resources, to include internet searches; attending appointments together; etc.
2. **Mentor Support/Development:** This would be any type of Free2Succeed-sponsored/related orientation, training, or individual/group support in which you participate and includes:
 - a. Initial Training and Orientation
 - b. Enhancement Training facilitated by IDOC staff or VISTA in your district
 - c. Individual/Group Support facilitated by IDOC staff, district VISTA, or seasoned mentors who have been asked by staff to provide additional support to newer mentors.
3. **Free2Succeed Program Support:** includes any other activities in which you participate that support and enhance program development. Examples include participating in recruitment activities facilitated by IDOC staff or district VISTA; Community/Facility Presentations in which you have been invited to participate by IDOC staff/VISTA; as a Training participant (i.e., panel member, guest speaker, roundtable participant, etc.) in which you have been invited to take part by IDOC staff/VISTA; etc.

Please do not feel pressured to remember exact days and times for the period covered; just note an approximate amount of total time spent. You will be asked to submit this information at the end of each quarter of the reporting period. If you have more than one mentee, you are welcome to use one report for each mentee, if that makes it easier to keep track of your time.

Agreement of Supervision [Appendix N] – is the document that outlines the conditions and requirements to what your mentee has agreed while on supervision. Understanding these conditions will enable mentors to hold their mentees accountable and assist in meeting them when possible.
https://www.idoc.idaho.gov/content/document/mentor_agreement_of_supervision

FACILITIES AND DISTRICTS

Prison Facilities

1. Correctional Alternative Placement Program (CAPP)

15505 S. Pleasant Valley Rd., Kuna ID 83634

The CAPP facility opened July 1, 2010 south of Boise. Management Training Corporation (MTC) built the facility and operates the program. CAPP offers intensive treatment for substance abuse and cognitive issues for up to 432 low to moderate risk male offenders needing substance abuse treatment.

2. Idaho Maximum Security Institution (IMSI)

13400 S. Pleasant Valley Rd., Kuna ID 83634

IMSI opened in November 1989 to confine Idaho's most disruptive offenders. The facility has an operating capacity of 402 offenders and is located south of Boise. The population is primarily comprised of close custody and administrative segregation offenders. IMSI also operates the state Secure Mental Health Facility, houses offenders under the sentence of death, and civil commitments.

3. Idaho State Correctional Center (ISCC)

14601 S. Pleasant Valley Rd., Kuna, ID 83634

ISCC is the Department's largest facility and currently has an operating capacity of 2,136 inmates. ISCC operates with 274 uniformed staff and 67 non-uniformed staff. ISCC houses medium and close custody male offenders offering basic education, vocational education, and other programming opportunities.

4. Idaho State Correctional Institution (ISCI)

13500 S. Pleasant Valley Rd., Kuna ID 83634

ISCI is the Department's oldest state-run facility and has an operating capacity of 1446 offenders. It is the primary facility for long-term male, medium-custody offenders. ISCI also has special-use beds for infirmary, outpatient mental health, and geriatric offenders.

5. South Idaho Correctional Institution (SICI) & Pre-Release Center (SICI-PRC)

13900 Pleasant Valley Rd., Kuna ID 83634

SICI houses 556 minimum-custody male offenders in a dormitory setting. Most offenders are close to release or parole and are participating in programs, education, and work opportunities to prepare for transition back into the community. The facility has a Work Projects program where staff take crews of offenders to work in the community on projects such as road crews for the Idaho Transportation Department and conservation and firefighting crews for the U.S. Forest Service. The facility provides offender work crews for Maintenance staff for the South Boise Complex and

offender workers for the Correctional Industries program. SICI also operates a 104 bed Rider program for Female retained jurisdiction offenders.

6. South Boise Women's Correctional Center (SBWCC)

13200 S. Pleasant Valley Rd., Kuna ID 83634

SBWCC is a treatment and transition facility for minimum security female offenders located south of Boise. SBWCC has an operating capacity of 284 offenders in two separate housing units. Programming opportunities are based on cognitive and behavioral change through intensive treatment, education and accountability.

7. North Idaho Correctional Institution (NICI)

236 Radar Rd., Cottonwood, ID 83522

NICI is a former military radar station north of Cottonwood, ID. This facility is a program-specific prison with an operating capacity of 414 male offenders. NICI primarily houses offenders sentenced under a retained jurisdiction sentence. Retained jurisdiction provides a sentencing alternative for courts to target offenders who might, after a period of programming and evaluation, be viable candidates for probation rather than incarceration.

8. Idaho Correctional Institution Orofino (ICIO)

381 West Hospital Drive, Orofino ID 83544

ICIO is designed to house up to 580 male offenders. The facility primarily houses medium custody offenders but also houses offenders needing protective custody. Givens Hall, a unit adjacent to the compound, serves as a work camp. ICIO offers vocational work programs, education, and other programming opportunities.

9. Pocatello Women's Correctional Center (PWCC)

1451 Fore Rd., Pocatello ID 83204

PWCC opened in April 1994 and has an operating capacity of 289 female offenders of all custody levels. The facility operates the reception and diagnostic center for women. PWCC also has vocational work projects, Correctional Industries, a behavioral health unit, education, programming, pre-release program, dog program, and work-release program.

10. St. Anthony Work Camp (SAWC)

125 N. 8th West, St. Anthony, ID 83445

SAWC is a work camp located in St. Anthony, ID designed to house 240 low-risk, minimum custody male offenders. The facility's primary focus is to provide vocational work project opportunities offering full-time, constructive, paid employment to offenders. The program helps offenders develop good work habits, a positive work ethic and marketable work skills while providing a financial resource to meet immediate and future needs.

Community Reentry Centers (CRC)

At each CRC, offenders are afforded the privilege of community-based employment, treatment programs, support groups, community service and other possibilities to promote a positive and successful return to the community. These offenders live at the facility but are allowed to work outside the facility. This helps them prepare while still providing protection to the community through high accountability and supervision.

1. Treasure Valley Community Reentry Center (TVCRC)

14195 S. Pleasant Valley Rd., Kuna ID 83634

Housing up to 100 male offenders who are classified as minimum custody, TVCRC opened in August of 2004. A new building used for classrooms, visiting and administrative offices and housing for offenders who are nearing release was added in June 2009.

2. East Boise Community Reentry Center (EBCRC)

2366 Old Penitentiary Road, Boise ID 83712

EBCRC opened in July 1980 as the first reentry center in Idaho. In September 1989, it became an all-female facility. A new addition was built in 2002, increasing the facility's capacity from 38 to 100 beds. The facility houses female offenders who are classified as minimum custody and is located in Boise, ID.

3. Nampa Community Reentry Center (NCRC)

1640 11th Avenue North, Nampa ID 83687

NCRC opened in 1985 and houses 85 male offenders classified as minimum custody. The facility is located in Nampa, ID.

4. Idaho Falls Community Reentry Center (IFCRC)

3955 Bombardier Ave., Idaho Falls ID 83402

The Idaho Falls Community Reentry Center (IFCRC) is a work release facility that houses up to 84 minimum custody offenders. This unique facility offers offenders an opportunity to complete treatment and work full-time jobs in the community while still living at the IFCRC. Through full-time employment, offenders can pay restitution to their victims, legal financial obligations and save money for their reentry into our community.

Probation and Parole Districts

The Idaho Department of Correction provides pre-sentence and post-conviction supervision services to adults sentenced to felony probation or released to adult parole by the Commission of Pardons and Parole.

Probationers are convicted offenders who have had their sentences suspended and are given freedom during good behavior under the supervision of a probation and parole officer. This category makes up the largest number of the department's offender population. Jurisdiction of the offender is maintained by the court (judge).

Parolees are inmates who have served a specific prison term and who are released to the community under the supervision of a probation and parole officer. They have agreed to abide by stated conditions set by the Commission of Pardons and Parole for a specified time as a condition of release. Jurisdiction of an offender is under the Commission of Pardons and Parole.

There are seven probation and parole district offices that correspond to Idaho's judicial districts. Within these districts are several satellite offices. (insert map of Idaho with districts)

District 1 – Coeur d’Alene

Main office: 202 E. Anton, Coeur d’Alene, ID 83815 - 208-769-7444

50 staff; 2,000 supervised offenders.

Satellite offices:

Sandpoint – 1013 Lake Street, Ste., 101

Bonnars Ferry – 6566 Main St.

District 2 – Lewiston

Main office: 908 Idaho St., Lewiston, ID 83501 – 208-799-5030

20 staff; 700 supervised offenders.

Satellite offices:

Moscow – 1350 Troy Hwy, Ste. 3

Orofino – 155 Main St., Ste., 2

District 3 – Caldwell

Main office: 3110 Cleveland Blvd., Caldwell, ID 83605 – 208-454-7601

65 employees; 3,000 supervised offenders

Satellite offices:

Payette – 540 S. 16th Street, Ste. 106

Homedale – 8 North 2nd St. South

Emmett – 304 E. Main St.

Parma

District 4 – Boise

Main office: 10221 W. Emerald St., Boise, ID 83704 – 208-327-7008

100 staff; 4,200 supervised offenders.

Satellite offices:

Eagle – 1121 E. State St., Ste. 104

Garden City – 301 E. 50th St.

Kuna – 271 Ave. D

McCall – 106 Park St., Rm. 116

Meridian Police Station – 1401 E. Watertower Lane, Ste. 103

Mountain Home – 240 N. 4th E.

Ada County Jail – 7180 Barrister Dr.

Boise Police Station – 333 N. Mark Stall Pl.

PSI Unit – 2161 Old Penitentiary Rd.

District 5 – Twin Falls

Main office: 731 Shoup Ave. West, Twin Falls, ID 83301 – 208-736-3080

50 staff; 1,800 supervised offenders.

Satellite offices:

Burley – 1354 Albion Ave.

Gooding – 141 7th Ave. E.

Hailey – 16 W. Croy St., Ste. F



District 6 – Pocatello

Main office: 1246 Yellowstone, Suite F, Pocatello, ID 83201 – 208-237-9194
 25 staff; 1.050 supervised offenders
 Satellite offices:
 Preston – 16 South 1st West
 Soda Springs – 159 S. Main

District 7 – Idaho Falls

Main office: 2225 W. Broadway St., Suite A, Idaho Falls, ID 83402 – 208-528-4220
 45 staff; 1.700 supervised offenders
 Satellite offices:
 Rexburg – 310 N. 2nd E., Ste. 115
 Blackfoot – 370 N. Meridian St. Ste, B

DISTRICT MENTOR SITE COORDINATOR CONTACT INFORMATION

District	MSC	Email	Phone
1 – CDA	Katie Schmeer	kschmeer@idoc.idaho.gov	208-769-1444
2 – Lewiston	TBD		208-799-5030
3 – Caldwell	Laurie Macrae	lmacrae@idoc.idaho.gov	208-454-7601
4 – Boise	Emily Miller	emiller@idoc.idaho.gov	208-327-7008
5 – Twin Falls	Stephanie Ford	sford@idoc.idaho.gov	208-736-3080
6 – Pocatello	Ben Passanando	bpassana@idoc.idaho.gov	208-237-9194
7 – Idaho Falls	Stephanie Taylor-Silva	steptayl@idoc.idaho.gov	208-528-4220
Central Office	Deb Scholten	dscholte@idoc.idaho.gov	208-658-2170

Jeff Kirkman is the Community Mentor Program Manager and responsible for overseeing mentoring services statewide. He can be reached at (208) 658-2000, by email at jkirkman@idoc.idaho.gov or mentoring@idoc.idaho.gov.

FREQUENTLY ASKED QUESTIONS

- ❖ **Can I volunteer in a facility and mentor in the community at the same time?**
 Yes. The expectation is that as a volunteer you are going into a secure facility to conduct approved volunteer activities. Mentoring activities such as one-on-one visits and discussions are not allowed and are to be done in the community with your mentee after his/her release.
- ❖ **Do I have to submit a new mentor application if I want to mentor someone in a neighboring district?**
 No.

- ❖ **Can I start mentoring as soon as I submit the mentor application, or do I have to wait until I complete the Initial Training and Orientation?**

Yes, but you are required to attend the next available ITO. You may also be asked to meet with the Mentor Site Coordinator and/or another district staff member prior to mentoring if you have not completed the training.
- ❖ **Why do I have to fill out an application to be a mentor? Can't I just do that on my own?**

The mentor application serves two purposes. One, it tells the IDOC that you are willing and ready to mentor and are volunteering your time, experience, talents, and resources to mentor an individual being released from prison and under the jurisdiction of the IDOC. Second, it is imperative that our mentors communicate with department staff, specifically with the offender's Probation/Parole Officer. Filling out the application and subsequently being assigned or matched with someone on a PO caseload informs the PO that you are an approved mentor; you have (or shortly will) completed the training; are willing to engage in communication; and it is documented in our offender management system so all staff know who the mentor is.
- ❖ **I already took the Initial Training and Orientation once. Do I have to take it again?**

Yes. Ongoing enhancement training will be required on an annual basis to help our mentors keep engaged and learn from other mentors, IDOC staff, and possibly even offenders. Enhancement training may be informal discussions or other formats and are scheduled by the district site coordinators.
- ❖ **If I voluntarily stop being a mentor for personal or other reasons, and I choose to return as a mentor at a later time, am I required to complete Initial Training and Orientation again?**

Yes, if the time period between your former mentor service and when you start again is longer than a year.
- ❖ **Can I be a mentor and a visitor to the prison at the same time?**

Mentors can be an approved visitor of immediate family members (as defined in Visiting, 604.02.01.001). If you are also a volunteer, you will need to contact the facility VRC for further information regarding visits.
- ❖ **How often do I have to resubmit my application?**

One time unless there has been significant time pass and then we may ask that you resubmit another one.
- ❖ **If I am a mentor with Free2Succeed and my mentee is in a county jail, can I visit my mentee there as a mentor with the Free2Succeed program?**

Maybe but it depends. The Free2Succeed program is a Department of Correction program and IDOC has no jurisdiction in county jails. However, if the county jail allows you to go in and visit your mentee, whether as a mentor or visitor, that is completely up to the facility. You will be required to follow all of the county jail rules for visiting and entering the facility. At no point shall you use the IDOC or the Free2Succeed program as a means of helping you get access to the jail.

DEFINITIONS AND ACRONYMS

- **Alternative Sanction:** An informal sanction given to correct inappropriate behavior.
- **Chaperone:** An Idaho Department of Correction (IDOC)-approved person who is trained to escort or accompany a sex offender to an approved event or location where contact with minor children is probable.
- **Classification:** An assessment used to determine offenders' custody level.
- **Community Mentor Program Manager (CMPC):** IDOC staff member responsible for statewide development and implementation of the Free2Succeed community mentor program.
- **Correctional Integrated System (CIS):** IDOC computerized offender management system.
- **Enhancement Training:** Training designed to provide additional information and support for the mentors. This training may include roundtable discussions, mentor meetings, mentor peer groups, seminars, IDOC staff meetings, etc. The purpose of enhancement training is to help mentors stay connected and informed and to provide additional insight to mentoring.
- **Flopped:** Slang for being denied parole or probation.
- **Full-term Release Date (FTRD):** The maximum length of time an offender can serve on his sentence.
- **Gold Seal:** Final discharge papers that are sealed with a golden-colored seal.
- **Hearing Packets or Pre-Board Packet:** An offender-completed questionnaire the Commission of Pardons and Parole uses in making parole decisions.
- **IDOC:** Idaho Department of Correction (Department)
- **Initial Training and Orientation (ITO):** Required, annual training for mentors.
- **Mentor Site Coordinator (MSC):** An individual, staff, contractor, or volunteer, who is responsible for the local implementation of the Free2Succeed program in their respective districts.
- **Offender Management Plan (OMP):** A computerized case management tool used for the placement of offenders in programs.
- **Parole:** Community supervision following a prison term where the offender is under the jurisdiction of the Commission of Pardons and Parole.
- **Parole Eligibility Date (PED):** The earliest that the Commission of Pardons and Parole can release an offender on parole.
- **Parole Hearing:** A hearing before the Commission of Pardons and Parole to determine whether or not parole will be granted.
- **PO or PPO:** Probation and Parole Officer.
- **Probation:** A sentencing alternative where the offender remains under the jurisdiction of the court in the community under the supervision of a probation and parole officer or the court.
- **Probation or Parole Violation (PV):** A formal written allegation that an offender has violated one or more conditions of either probation or parole.
- **Revocation:** When the Commission of Pardons and Parole (parolee) or court (probationer) revoke an offender parole or probation status.
- **Rider or Retained Jurisdiction:** An Idaho sentencing option in which the judge sentences an offender to the IDOC but retains jurisdiction for up to 180 days. If the offender successfully completes the retained jurisdiction program, the judge can place the offender on probation.
- **Self-initiated Progress Report (SIPR):** A request for a parole hearing that is self-initiated from an offender to the Commission of Pardons and Parole.

- **Sex Offender:** An offender who has been convicted of unlawful sexual behavior or criminal sexual intent, regardless of any plea agreement that has been deemed appropriate for sex offender supervision.
- **Tentative Parole Date (TPD):** A date set by the Commission of Pardons and Parole on which the offender can be released on parole.
- **Termer:** An offender sentenced to Idaho Department of Correction (IDOC) custody that is not on retained jurisdiction.
- **Volunteer and Religious Activity Coordinator (VRC):** staff member(s) or contractor(s) who (a) coordinates, recruits, and manages volunteers and volunteer activities; and (b) coordinates and supervises religious activities for the IDOC.

SOURCES

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- 4 WordNet. Princeton, NJ: Princeton University, Cognitive Science Library; c2006 [cited 2008 5 June]. Available from: <http://wordnet.princeton.edu/perl/webwn?s=trust>.
- 5 *Mentor Training*, Prison Fellowship, 2012
- 6 Zachary, Lois J. "The Mentor's Guide: Facilitating Effective Learning Relationship."
- 7 The Connecticut Mentoring Partnership and the Business and Legal Reports, Inc. – Best Practices in HR, Issue 653, Sept. 30, 1999