



GEAR UP Student Support Workshop
August 20 & 21, 2012
Leavenworth, WA

SUPPORTING GEAR UP STUDENTS THROUGH MENTORING



SUPPORTING GEAR UP STUDENTS
THROUGH MENTORING

Welcome!

**Workshop Facilitation Team
from the College Success Foundation**

Tami Breckenridge, Program Officer, WA College Access Network

Lee Lambert, Director, WA College Access Network

Kellie Nakano, Director, Pre-College Services

Logan Reichert, College Prep Advisor

Today's Agenda

1. What is Mentoring?
2. Considerations when establishing/enhancing an effective & safe mentoring program
3. What type of mentoring program is right for your school?
4. Day-to-Day operations of a mentoring program
5. Developing a mentoring program work plan

Workshop Objectives

- Understand the value of mentoring for GEAR UP students
- Become familiar with the types of mentoring programs
- Gain information and tools to implement a mentoring program that meets the needs of students
- Start a work plan to implement a mentoring program



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**Reflect back on a time when you
were a mentor for a young person...**



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WHAT IS MENTORING?

Responsible Mentoring is

a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee.

The key to positive mentoring...

Mentors and mentees develop and share a close, trusting relationship.

Positive mentoring relationships do not just happen...

- Flexible so a young person's individual needs are met
- Allows mentoring relationships to develop within a safe structure
- There is ongoing support and monitoring

Proceed with care...

- Intensive screening of potential mentors
- Matches of mentors and mentees are based on interests shared by both
- Adequate training of mentors is offered
- Ongoing post-match training and support

Value of Mentoring

Research tells us...

- Mentoring helps improve school connectedness and motivation
- Mentored youth have more positive attitudes towards school and teachers
- Mentored youth feel more competent in completing their school work, leading to better grades

Value of Mentoring to Mentors

- Experience the feeling of making a difference
- Opportunity to share experience, knowledge and/or skills
- Increases awareness of issues concerning youth
- Better understanding of other cultures and diversity
- Feel more productive and have better attitudes about work
- Positive impact on family relationships



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Types of Mentoring Programs



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Traditional Mentoring

**One adult to
one young person**

Group Mentoring

**One adult forming a
relationship with a group of
up to four young people**

Team Mentoring

**Several adults forming a
relationship with a group
of young people**

Peer Mentoring

**Youth developing a guiding,
teaching relationship with a
younger person**

E-Mentoring

**One adult connects with one
youth using the internet**

Location of Mentoring

- Workplace
- School
- Faith-based
- Juvenile Correction Facilities
- Community
- Virtual Community



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ESTABLISHING/ENHANCING AN EFFECTIVE & SAFE MENTORING PROGRAM



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Elements of Effective and Safe Mentoring Programs

Program Design & Planning

- Who will be served
- Who will be recruited as mentors
- Type of mentoring program
- Setting/location of the mentoring program

Program Management

- System to monitor the program
- Public relations and communications to promote the program/recruit mentors
- Establishment of an advisory group
- Plan for fundraising

Program Operations

- Recruiting, screening, training mentors
- Matching mentors and mentees
- Monitoring and supporting mentors and mentees
- Helping mentors and mentees reach closure

Program Evaluation

- Plan to measure program progress
- Determining if program outcomes have been achieved



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Where to begin?

Determining Need & Nature of Sessions

- Who will be served?
- What type of mentoring will be offered?
- Where will mentors/mentees meet?
- How often will mentors/mentees meet?

Common Types of Mentoring Relationships

- Character, social and leadership development
- School to Career
- Academic Success

Outcomes

- What are your expected results?
- What are indicators that your program is making progress?
- How will you measure whether the results have been achieved?

Resources

- What resources exist in your school or district?
- What other mentoring programs exist in your community?
- How can you engage the community?

Timeline

- It takes time to establish an effective and safe mentoring program
- Be intentional about creating a timeline that is realistic and comprehensive
- Timelines are helpful tools in guiding the process of implementing a mentoring program



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WHAT MENTORING PROGRAM IS RIGHT FOR YOUR SCHOOL & COMMUNITY?





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Mentoring Program Diagnostic Tool



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SMALL GROUP WORK FOLLOWING LUNCH

Breakout Sessions by Type of Mentoring Program

Mentoring Program Type	Facilitator	Room
One-on-One	Logan Reichert	
Peer Mentoring	Tami Breckenridge	
Group Mentoring	Lee Lambert	



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LARGE GROUP DEBRIEF

Question:

When you return to your school/district, what will be your next step to implement a mentoring program?



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ONLINE RESOURCES:

mentoring.org

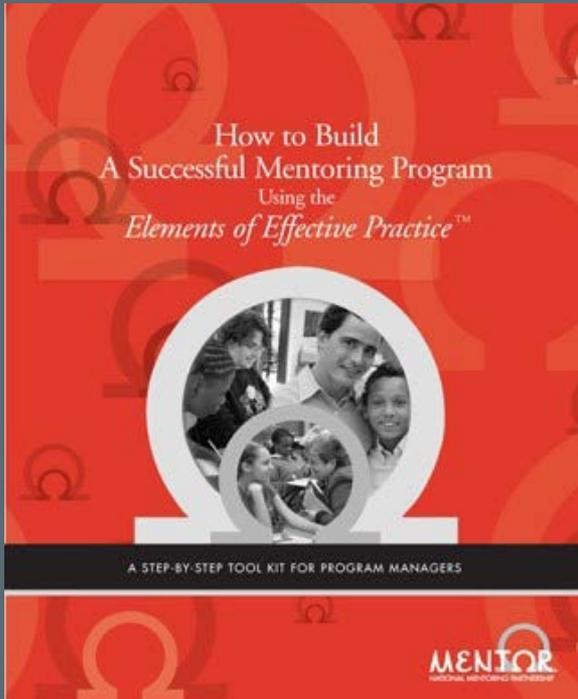
Comprehensive online source of mentoring information and resources

washingtonmentoring.org

Washington state's clearinghouse for mentoring information and
resources



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MENTORING TOOL KIT:

- Elements of Effective Practice
- How to Build a Successful Mentoring Program Using the Elements of Effective practice

Available at no cost at mentoring.org

Did we achieve our workshop objectives

- Understand the value of mentoring for GEAR UP students
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DISCLOSURE AND AUTHORIZATION FORM

College Success Foundation (the "Foundation") will procure a criminal background check on you in connection with your volunteer application. This background check will entail our search of the National Sex Offenders Registry and criminal history conviction records as well as searches under Washington Child/Adult Abuse Information Act and Criminal Records Privacy Act, RCW 10.97. Background checks may be done through a third party agency, and as a requirement of the Federal Trade Commission (FTC) we are furnishing you with a summary of your rights under the Fair Credit Reporting Act in a form prescribed by the FTC.

The types of information that may be obtained include, but are not limited to: criminal records checks and public court records checks. The information contained in the report will be obtained from public record sources, including county courts, state courts, the state Administrative Office of the Courts and the state Department of Corrections.

The nature and scope of any criminal background reports that may be requested is explained above. You are nonetheless entitled to request more information about the nature and scope of such reports by submitting a written request to **Diana Power, Chief Human Resources Officer College Success Foundation, 1605 NW Sammamish Road, Suite 200, Issaquah, WA 98027.**

Your signature only authorizes the Foundation to run the criminal background check as outlined above.

SAMPLE

**SUMMARY OF YOUR RIGHTS
UNDER THE FAIR CREDIT REPORTING ACT**

The federal Fair Credit Reporting Act (FCRA) is designed to promote accuracy, fairness, and privacy of information in the files of every "consumer reporting agency" (CRA). Most CRAs are credit bureaus that gather and sell information about you — such as if you pay your bills on time or have filed bankruptcy — to creditors, employers, landlords, and other businesses. You can find the complete text of the FCRA, 15 U.S.C. §§ 1681-1681u, at the Federal Trade Commission's web site (<http://www.ftc.gov>). The FCRA gives you specific rights, as outlined below. You may have additional rights under state law. You may contact a state or local consumer protection agency or a state attorney general to learn those rights.

- ❑ You must be told if information in your file has been used against you. Anyone who uses information from a CRA to take action against you — such as denying an application for credit, insurance, or employment — must tell you, and give you the name, address, and phone number of the CRA that provided the consumer report.
- ❑ You can find out what is in your file. At your request, a CRA must give you the information in your file, and a list of everyone who has requested it recently. There is no charge for the report if a person has taken action against you because of information supplied by the CRA, if you request the report within 60 days of receiving notice of the action. You also are entitled to one free report every twelve months upon request if you certify that (1) you are unemployed and plan to seek employment within 60 days, (2) you are on welfare, or (3) your report is inaccurate due to fraud. Otherwise, a CRA may charge you up to eight dollars.
- ❑ You can dispute inaccurate information with the CRA. If you tell a CRA that your file contains inaccurate information, the CRA must investigate the items (usually within 30 days) by presenting to its information source all relevant evidence you submit, unless your dispute is frivolous. The source must review your evidence and report its findings to the CRA. (The source also must advise national CRAs — to which it has provided the data — of any error.) The CRA must give you a written report of the investigation and a copy of your report if the investigation results in any change. If the CRA's investigation does not resolve the dispute, you may add a brief statement to your file. The CRA must normally include a summary of your statement in future reports. If an item is deleted or a dispute statement is filed, you may ask that anyone who has recently received your report be notified of the change.
- ❑ Inaccurate information must be corrected or deleted. A CRA must remove or correct inaccurate or unverified information from its files, usually within 30 days after you dispute it. However, the CRA is not required to remove accurate data from your file unless it is outdated (as described below) or cannot be verified. If your dispute results in any change to your report, the CRA cannot reinsert into your file a disputed item unless the information source verifies its accuracy and completeness. In addition, the CRA must give you a written notice telling you it has reinserted the item. The notice must include the name, address and phone number of the information source.
- ❑ You can dispute inaccurate items with the source of the information. If you tell anyone — such as a creditor who reports to a CRA — that you dispute an item, they may not then report the information to a CRA without including a notice of your dispute. In addition, once you've notified the source of the error in writing, it may not continue to report the information if it is, in fact, an error.

- ❑ Outdated information may not be reported. In most cases, a CRA may not report negative information that is more than seven years old; ten years for bankruptcies.
- ❑ Access to your file is limited. A CRA may provide information about you only to people with a need recognized by the FCRA — usually to consider an application with a creditor, insurer, employer, landlord, or other business.
- ❑ Your consent is required for reports that are provided to employers, or reports that contain medical information. A CRA may not give out information about you to your employer, or prospective employer, without your written consent. A CRA may not report medical information about you to creditors, insurers, or employers without your permission.
- ❑ You may choose to exclude your name from CRA lists for unsolicited credit and insurance offers. Creditors and insurers may use file information as the basis for sending you unsolicited offers of credit or insurance. Such offers must include a toll-free phone number for you to call if you want your name and address removed from future lists. If you call, you must be kept off the lists for two years. If you request, complete, and return the CRA form provided for this purpose, you must be taken off the lists indefinitely.
- ❑ You may seek damages from violators. If a CRA, a user or (in some cases) a provider of CRA data, violates the FCRA, you may sue them in state or federal court.

The FCRA gives several different federal agencies authority to enforce the FCRA:

FOR QUESTIONS OR CONCERNS REGARDING:	PLEASE CONTACT:
CRAs, creditors and others not listed below	Federal Trade Commission Consumer Response Center - FCRA Washington, DC 20580 * 202-326-3761
National banks, federal branches/agencies of foreign banks (word "National" or initials "N.A." appear in or after bank's name)	Office of the Comptroller of the Currency Compliance Management, Mail Stop 6-6 Washington, DC 20219 * 800-613-6743
Federal Reserve System member banks (except national banks, and federal branches/agencies of foreign banks)	Federal Reserve Board Division of Consumer & Community Affairs Washington, DC 20551 * 202-452-3693
Savings associations and federally chartered savings banks (word "Federal" or initials "F.S.B." appear in federal institution's name)	Office of Thrift Supervision Consumer Programs Washington, DC 20552 * 800-842-6929
Federal credit unions (words "Federal Credit Union" appear in institution's name)	National Credit Union Administration 1775 Duke Street Alexandria, VA 22314 * 703-518-6360
State-chartered banks that are not members of the Federal Reserve System	Federal Deposit Insurance Corporation Division of Compliance & Consumer Affairs Washington, DC 20429 * 800-934-FDIC
Air, surface, or rail common carriers regulated by former Civil Aeronautics Board or Interstate Commerce Commission	Department of Transportation Office of Financial Management Washington, DC 20590 * 202-366-1306
Activities subject to the Packers and Stockyards Act, 1921	Department of Agriculture Office of Deputy Administrator - GIPSA Washington, DC 20250 * 202-720-7051

How many students would you like to mentor? 1 2

Mentors often have a particular set of experiences to share, please help us achieve the best possible match by specifying if you would like to mentor a student from a specific cultural background (if available)? Yes No

If yes, what cultural background? _____

Is there a particular student you would like to mentor? Yes No

If yes, name _____ High School _____

Why? _____

Are you willing to have the _____ conduct a background check on you, including fingerprints?
 Yes No

List three people (non family members) who can serve as character references for you.

(1) Name _____ Relationship _____ For _____ years.

Mailing Address _____ City _____ State _____ Zip _____

Phone _____ Email: _____

(2) Name _____ Relationship _____ For _____ years.

Mailing Address _____ City _____ State _____ Zip _____

Phone _____ Email: _____

(3) Name _____ Relationship _____ For _____ years.

Mailing Address _____ City _____ State _____ Zip _____

Phone _____ Email: _____

I certify that the information I have supplied is correct to the best of my knowledge. I grant permission for you to contact the references provided. I also understand and agree to the duties and requirements described in the Volunteer Duties and Requirements.

Signature _____ Date _____

Please Return to:

Mailing Information Here (affix label)

MENTOR INTERVIEW FORM

Interview Date: _____

Applicant: _____
 First Middle Initial Last

Interviewer: _____

1. What does mentoring mean to you?

2. What 5 words best describe you? _____

3. In your opinion, what attributes do you have that are important for mentoring?

4. What area do you feel you need the most help to increase your effectiveness as a mentor?

5. Is there something about yourself you would like to change? _____

6. Describe yourself as a teenager: _____

7. Describe your educational background and degrees: _____

8. Describe your employment history: _____

9. Does your work schedule accommodate mentoring during regular school hours? Yes or No

10. If you could recommend one book for a young person to read, what would that be?

11. What is your current and past participation in community activities, especially youth-related? _____

12. What support is most needed in the lives of young people today?

13. Describe a relationship in your youth that you had with an adult that had a significant affect on your life. _____

14. How many students do you wish to mentor? 1 or 2

Interviewer Notes and Impressions:

Approval _____ Disapproval _____ Initials _____ Date _____

Reasons:

Mentor Name _____

Program Participant _____

Meeting Log

	Relationship Building	Friendship	High School Performance	Attendance	Explore Potential Colleges	College Visitation	Deadlines	Application Process	Essay Topics	Scholarship Opportunities	FAFSA	Financial Aid Awarding	Finalize College Entrance	
Date:														Notes for next meeting:
Length of Meeting:	Notes this meeting:													
Date:														
Length of Meeting:	Notes this meeting:													
Date:														
Length of Meeting:	Notes this meeting:													
Date:														
Length of Meeting:	Notes this meeting:													

Orientation Sign-Off Form

**I have received training to serve as a Hometown Mentor in the following areas:
*Please check all that apply***

Overview of the College Success Foundation

Mission
Other Scholarship Programs
Foundation Website – www.collegesuccessfoundation.org
CSF Staff Contact Information

Overview of CSF Programs

Program goals
Funding Sources
Profile of Students Served
Program Structure
Expectations of CSF Program Participants in High School

Hometown Mentor Policies, Practices & Procedures

HTMs must maintain the confidentiality of their mentee(s)(note exceptions)
Meetings must be held on campus in open, public places
HTMs cannot transport mentees
HTMs must follow school sign in procedures
HTMs must document meeting topics & provide record of meetings to CSF Staff
HTMs must not consume alcohol within 4 hours before meetings, workshops or programs

Overview of the Hometown Mentor Program

Mission/Purpose
Stakeholders
Role of College Preparatory Advisor
Role of Hometown Mentor
Growing the Relationship (Stages)

The next training will be: Part 2 Developing the Relationship During the Junior Year

Tentatively scheduled for : _____

I would like to receive additional information and/or training in the following topics:

Mentor Signature _____ Date _____

Print Name _____

College Prep Advisor/Trainer _____ High School _____

For College Preparatory Advisory Use Only

Additional Workshops/Refresher Training _____ Date _____

Career Interests

What are your favorite classes in school?

What subjects do you need help in? _____

What is your current grade point average? _____

What characteristics would you like to have in your mentor?

What other obligations do you have? (work, clubs, family, church, etc.)

When can you meet with your mentor on the school campus? _____

What are your current college choices?

1. _____ 2. _____ 3. _____

(PROGRAM NAME) MENTOR QUALIFICATIONS AND RESPONSIBILITIES

Each mentor will serve as an integral member of a support system with program staff for a program participant as they prepare to apply for college admission and secure financial aid. As students from low-income backgrounds, the participants often face many challenges outside of the high school environment such as difficult home lives; working long hours to contribute to the family income, care taking responsibilities for younger siblings or, being English language learners. Mentors advocate for and actively encourage and guide the participants towards pursuing college as a realistic, post-high school goal.

Qualifications:

- Value higher education and the goal of obtaining a four-year college degree.
 - Preference will be given to applicants with college experience/attendance.
- Enjoy working with high school juniors and seniors.
- Be at least 21 years of age.
- Have an appreciation for cultural diversity and an ability to work with students from diverse backgrounds.
- Commit to mentoring the participant from their junior year of high school through their first two months in college.
- Ability to meet the student on the high school campus.
- Demonstrate effective communication skills.
- Submit to and pass background checks.

Responsibilities:

- Support the participant through successful completion of their junior and senior years in high school and serve as a "bridge" to the home community through their first two months in college.
- Model positive social behaviors such as integrity, punctuality, work ethics, compassion, and open-mindedness.
- Schedule and prepare meetings with the participant *at least* once a month during the school year to develop a one-on-one relationship.
- Be familiar with college admission and financial aid forms (training provided).
- Discuss career and academic goals.
- Help prepare students for college and for life beyond high school.
- Attend mentor-training sessions and refer to program manual regularly.
- Maintain regular communication with *program staff* through monthly meeting logs and/or e-mail.
- Follow the laws of Washington State including, but not limited to, drugs, alcohol, and tobacco.

Mentoring Contract

_____ and _____
(Mentor) (Program Participant)

enter into a contract on _____ at _____ High School.
DD / MM / YYYY

The Mentor will:

- Meet *at least* once a month, with the program participant during their junior and senior year of high school, meet or maintain contact during the summers and serve as a Bridge Mentor during the student's first few months of college.
- **Maintain the confidentiality of the program participant *except* to share information about their progress with program staff or if the participant discloses that they are being abused, intend to harm him/herself or intend to harm others.**
- Meet only on the participant's High School Campus, in pre-approved locations.
- Follow the laws of Washington State.
- Submit an electronic Mentor Meeting Log for each meeting, phone call or email held with the participant.

The Program Participant will:

- Meet *at least* once a month with the Mentor during their junior and senior year of high school and maintain contact during the summers and throughout the first few months of college.
- Meet only on the participant's High School Campus, in pre-approved locations.
- Follow the laws of Washington State.
- **Provide the program and staff with the name of the college they will attend by the first week of June of their senior year and personal contact information at their college by August (after graduating high school).**

It is understood that meetings off of the high school campus are prohibited.

(There are limited exceptions with pre-approval – please contact program staff for information.)

I understand that the mentoring relationship between _____ and,
(Mentee's name)

_____ established by the program, will
(Mentor's Name)

officially end fall of 20 ____ after the mentee transitions to college.

Mentor Signature

Date

Program Participant Signature

Date

Program Staff _____

MENTOR REFERENCE QUESTIONNAIRE

Date: _____

To: _____

Please note that the applicant listed below has applied to be a Mentor for a Program Participant. A description of what is expected from a mentor can be found in the Program Overview. Please also note that the applicant has authorized me to contact you for a character reference.

Please complete and return this form to me within five days. If you have any questions (or concerns which are not covered on this questionnaire) please contact me at:

Program Staff Name

Phone

Email

Applicant for Mentor Program: _____

Please circle all that apply: 1) An employee/former employee 2) Personal 3) Professional

1. How long have you known this person? _____

Please indicate where this person falls on the below listed scales by circling a number (1 = least, 5 = most or 'unknown')

2. **DEPENDABILITY** (Keeps commitments, is on time, follows through):

Unreliable 1 - 2 - 3 - 4 - 5 Dependable Unknown

3. **FLEXIBILITY** (Adapts of changing situations, accepts people who have different values and lifestyles, is open to changes in routine):

Rigid 1 - 2 - 3 - 4 - 5 Flexible Unknown

4. **SELF CONFIDENCE** (Is secure, open, not afraid to take risks, can be assertive):

Insecure 1 - 2 - 3 - 4 - 5 Self Confident Unknown

5. **INTERACTION WITH OTHERS** (Gets along well with others, handles conflict effectively)

Interacts poorly 1 - 2 - 3 - 4 - 5 Interacts Well Unknown

6. What are this person's primary strengths?

7. What are any areas in need of improvement?

8. What information can you provide regarding this person's interactions with young people?

Additional Comments:

Signature _____ **Date** _____

Notes and Impressions:

Initials _____ Date _____