

# Table of Contents

<b>About This Guide</b>	<b>2</b>
<b>Step One: Find a School Partner and Build a Team</b>	<b>3</b>
<b>Step Two: Design a Program That Works for Youth, Your Staff and Business</b>	<b>5</b>
<b>Step Three: Recruit Mentors</b>	<b>8</b>
<b>Step Four: Screen, Orient and Train Mentors</b>	<b>9</b>
<b>Step Five: Recruit and Orient Students and Parents</b>	<b>11</b>
<b>Step Six: Match Mentors and Students</b>	<b>12</b>
<b>Step Seven: Support Mentors</b>	<b>13</b>
<b>Step Eight: Evaluate Implementation and Outcomes</b>	<b>14</b>
<b>Step Nine: Enjoy! Develop Ways to Recognize and Celebrate Successes</b>	<b>15</b>
<b>Step Ten: Develop a Network of Companies Engaged in Mentoring</b>	<b>16</b>
<b>Bibliography</b>	<b>17</b>
<b>Appendix: Sample Program Materials</b>	<b>18</b>

## About This Guide

This is a guide for companies interested in mentoring youth. It is designed for workplace mentoring – bringing youth to your company on a regular basis to meet with your staff and engage in activities that will help youth grow and develop.

### ***Workplace Mentoring Has a Lot Going for It:***

- **Great equipment** – most workplaces are equipped with computers, access to the Internet, and other special equipment that youth enjoy using. In addition, mentees get to meet a variety of adults, along with their own mentor.
- **Real-world exposure** – many youth don't have family members who have professional careers. Mentoring gives them exposure to new jobs.
- **Convenience for employees** – there's no travel time involved, and if the company gives release time for the mentoring, no additional hours at work.
- **Company morale** – volunteer programs can help increase morale, as the company supports employees striving to make a difference in the lives of youth.

We've tried to keep this manual simple but thorough. Throughout the guide you will find some examples taken primarily from Little Bang, the mentoring program of Big Bang Products, located in the Canton area of Baltimore. In the Appendix at the end of the manual, you will find a number of generic forms that you may want to personalize and adapt for your program.

---

The Minnesota Council on Foundations adapted this guide from one developed by the Baltimore Giving Project ([www.baltimoregivingproject.org](http://www.baltimoregivingproject.org)) in conjunction with the Baltimore Mentoring Partnership and Big Bang Products.

**The Minnesota Council on Foundations** is a regional membership association of grantmakers working to improve the vitality and health of our communities. The Council's broad and diverse membership includes private foundations, community and other public foundations, and corporate foundations and giving programs. Founded in 1969, the Council's mission is to strengthen and to increase participation in philanthropy. For more information, contact the Council at 612/338-1989, [info@mcf.org](mailto:info@mcf.org), [www.mcf.org](http://www.mcf.org). The Council offers the Minnesota Toolkit for Giving in both print form and on the Web at [www.minnesotagiving.org](http://www.minnesotagiving.org).

## Step One: Find a School Partner and Build a Team

Initiating a partnership involves gaining commitment from the partner school, establishing a common set of goals and concerns, and ensuring that school and business share a common vocabulary – that communication is clear and effective. Think of the school as a client. The school, or client, has specific needs and constraints. Your business contributes resources and new perspectives on challenges faced by the client.

Early on, the school will want to know how many students you can accommodate, what specific services you will provide, and how long you will commit to the program. While you and the school will decide the details later, it will help if you come to the initial conversation with those pieces of information.

*Here Are the Key Steps:*

### 1. Look at potential schools and evaluate:

- geographic proximity
- interest level of the school
- commitment of the principal

At a minimum, the school must be willing to:

- generate a list of target students
- provide access to student records
- accommodate student fulfillment of program commitments

### 2. Make sure you and the school are talking about the same thing.

Mentoring means a lot of different things to different people. Be specific about what you want to provide. Be specific about the kinds of students you can work with – what does “at-risk” mean to you and to the school, for example?

### 3. Sign a partnership agreement.

This should spell out roles and responsibilities of your business and the school. It should include:

- timeline, meetings
- names and duties of business mentoring coordinator and school liaison
- what your business will provide
- what the school will provide

### 4. Identify a school liaison, who will:

- organize outreach to students and parents
- distribute and collect needed forms
- manage access to student records, if needed
- help design and evaluate the program

**Build Investment** in your program by engaging the key players (staff, students, parents, school administrators and teachers) in the success of the program. Engage them in planning the program and developing activities.

First, identify your implementation team.

*For example, the Little Bang Team is made up of:*

- *10 students, who began in 8th grade*
- *the 17 employees of Big Bang Products*
- *the 8th grade guidance counselor at the middle school*
- *a teacher at the high school*
- *a staff member from the Baltimore Mentoring Partnership*

Think about the different motivations of these parties to be involved:

- what will they gain from involvement?
- what effort will being involved require?

*Questions to Consider:*

- who are your potential investors and partners?
- what types of investments do you want?
- what are the benefits to the investors/partners that will motivate them to participate?
- what are the desired outcomes of these partnerships?

**Clarify Roles** – As you build investment, work with each group to clarify roles.

- what is it you need from the school staff?
- how will parents be involved?
- what about staff – time commitment, tasks, etc.
- and the mentees – what are they expected to do?

Develop contracts for mentors and mentees. You will find sample forms in the Appendix. Write letters or memoranda of agreement for school liaisons. Position descriptions are very helpful in spelling out responsibilities. A list of key duties for mentors, company program coordinator and school liaison is in the Appendix.

As you clarify roles, consider whether staff will do one-on-one mentoring or work with students in employee teams. It may be helpful to work in teams to prevent problems in the event of business travel, personal emergencies, or employee turnover.

## Step Two: Design a Program That Works for Youth, Your Staff and Business

### Vision

What do you want to achieve? Your program needs a clear vision to communicate with participants and community members. In broad terms, the vision statement is the expression of the long-term benefit of the mentoring program – the "greater good" that will be achieved if the program succeeds. The vision is an ambitious statement of purpose, engaging and inspiring all who are involved.

*Sample Vision: Little Bang has a compelling vision: all students being mentored will graduate from high school.*

*Questions to Consider:*

- what is the vision of your mentoring program?
- how does this fit with your company's overall vision, or with your community relations or community outreach goals?
- does the vision inspire your staff?

### Mission and Goals

Your vision provides a broad description of the impact and benefit of your mentoring program. Your mission will provide programmatic details such as the structure of the program and the ways your staff will work with students.

As you develop the mission statement, include the tasks the mentors will be doing, the desired impact (short-term and long-term) on the students. Frame the mission in terms of goals related to impact, so it will inspire and motivate all involved.

*Sample Mission and Goals: Little Bang's mission is to ensure that all 10 students in the mentoring program graduate from high school by working with them for five years, through individual and small-group mentoring once a month. Big Bang staff work with students to develop a product and learn the skills needed to bring their product idea into reality. Students will show improvements in grades, attendance, and behavior.*

*In Developing Your Mission and Goals, You Will Need to Answer Some Basic Questions:*

- what are the desired ages of the students will you work with and for how long?
- how many students and mentors will there be?
- what is your target student population?
- do you want to mix academically at-risk students with high-achieving students?
- what will the mentor role encompass – career guidance, big brother/sister?

Setting parameters will help guide the structure of the program and help your staff know what to expect.

*Mentoring Programs Usually Have Goals Covering One or More of the Following Areas:*

- academic achievement – improving basic skills
- employment or career preparation
- social or behavior modification – develop positive attitudes, change negative behaviors
- cultural and social responsibilities – self-respect, social skills, ability to set and reach goals

Once you determine your overall goals, decide how you will know you have achieved them. Set one or more measurable objectives, which spell out how many students will achieve what goal to what level in what timeframe. For example, 90 percent of students mentored will show a 10 percent improvement in school attendance within the first year of mentoring.

*Questions to Consider:*

- what services will students receive as a result of the volunteer program?
- what short-term impacts will occur (i.e., improved reading skills, higher self-esteem)?
- how do these short-term impacts relate to your broader vision?
- which students will be targeted as mentees?

### **Which Students To Recruit?**

*You Might Want to Target from One Group or Mix:*

- "At-risk" students: they run the risk of dropping out of school. They may behave in ways that put them at risk of low achievement in school and life. Their family background, home and community conditions may contribute to low achievement.
- "Gifted and Talented" students: they are high achievers, but their family background, home and community conditions may render little guidance toward achieving goals that would fulfill their potential.
- "Average" students: they are managing adequately in school, but may be in need of extra encouragement and support to set goals and advance their skills.
- Your program may include a mix of students and address a variety of goals.

### **Policies**

Part of program design is setting policies – to help people know what to expect and set parameters for what's acceptable and what's not. Effective policies are a helpful way to reduce liability.

There are four types of policies you may need:

- **Policy as Risk Management**  
For example, your program will conduct screening of mentors to reduce risk to mentees. It is recommended that you screen mentors, using a combination of reference checks and criminal background checks. Appropriate supervision and careful, thorough screening of mentors are essential.  
  
You may want to set policies related to transporting students, and access to and confidentiality of student records and personal information.
- **Policy as Statement of Belief/Position/Value**  
For example, your company will take responsibility for providing training and support to mentors to enable them to carry out their duties.
- **Policy as Rule**  
For example, mentors will not have contact with mentees away from the company grounds.

- **Policy as an Aid to Program Effectiveness**

For example, mentors will make quarterly phone calls to parents to discuss progress

*A Note on Liability:* For corporations, it is likely that regular liability insurance would cover mentoring activity. It is recommended that you consult your attorney and/or insurance carrier for guidance on this issue.

*Questions to Consider:*

- what organizational policies and procedures are relevant to the volunteer program?
- what additional policies and procedures need to be developed?

## **Scheduling**

The challenges of scheduling with a school may amaze you. Testing dates, in-service days, unexpected special events can give you a scheduling headache. Once you determine the desired frequency of the mentor meetings, work with the school to establish dates for the entire year. Ask the school to give you a calendar so you know what else is happening.

You'll need to decide on a meeting schedule for mentors and mentees. You may choose to meet monthly for a full or half day, weekly or bi-weekly for 90 minutes, or some other option that works for you and the students. Consider transportation constraints and expenses, your employees' schedules, and the length of time you'd like for activities.

## **Step Three: Recruit Mentors**

After all the work of creating the program and developing a partnership with a school, this is where, as a small company, you get a break. Recruiting mentors, for you, is a matter of individual conversations with staff, perhaps preceded by an overview of the program given at staff or department meetings.

Employees may be concerned about having enough time for mentoring. Allowing them to mentor on company time may only partially address their concerns, since it is likely their workload will not lighten once they begin mentoring. Help them see this as a leadership opportunity, which will add skills to their repertoire. Emphasize the gains in morale and camaraderie that can be realized when co-workers have a shared purpose for a greater good. Talk about the ways the company will support them in this important work.

## Step Four: Screen, Orient and Train Mentors

### Screening

It is recommended that you screen mentors. There are a variety of levels of screening, including interviews, reference checks and criminal background checks. Since the mentors are your employees, interviews and reference checks may be redundant, although you may want to ask a reference different questions than you would during the hiring process. Criminal background checks are an important screening tool to ensure the safety of the youth in your program.

Sometimes companies are reluctant to use criminal background checks because they worry it will communicate mistrust to their employees. However, if top officials are also getting screened, employees will see the process as one that applies to everyone who will have contact with youth. Company officials also worry about a background check coming back with a crime on it, and the awkward situation this may create.

First, what often happens is that an employee with child abuse or something related on his/her record will most likely not complete the mentor application process if criminal background checks are required – she/he will probably self-select out of the process. Second, it is important to have rules about who will have access to background check information and to communicate these confidentiality rules with potential mentors.

### Orientation

Orientation helps participants learn their direction and get their bearings in the program. A good orientation will give your staff motivation, a handle on logistics, a sense of the purpose of the program.

*A Good Orientation Will Cover Three Areas:*

#### **Cause Orientation – Why should I be doing this?**

- describe the cause, the need
- describe the mission and values
- describe the history
- describe program
- describe networking/partnering agencies
- describe future plans

#### **System Orientation – How will I be doing this?**

- elaborate on position descriptions
- go through policies and procedures
- go over facilities and equipment
- discuss requirements and benefits
- introduce record keeping

**Social Orientation – How do I fit in with everyone else?** (if your company is small and if you have no new employees participating, this part will be unnecessary)

- introduce everyone to each other
- describe the workplace environment/culture/etiquette of your business
- allow for questions and mingling
- engage participants in some group activity

*Sample Orientation: Big Bang Products oriented everyone at the same time in a one-hour evening open house, having mentors and mentees talk about themselves in a group and giving an overview of the company and goals and structure of the mentoring program.*

## **Training**

The Mentoring Partnership of Minnesota provides several different courses and customized trainings to help mentors begin and sustain successful mentoring relationships. For more information, contact MPM at 612/370-9180, [mentor@mentoringworks.org](mailto:mentor@mentoringworks.org). Or visit the Web at [www.mentoringworks.org](http://www.mentoringworks.org).

## Step Five: Recruit and Orient Students and Parents

The most important factor in successfully recruiting and orienting students is the cooperation of the partner school. Create a detailed schedule with the school for the following tasks:

- generating a list of target students
- scheduling informational meetings
- orienting family members
- integrating program events into the school schedule

Aim for an initial list of twice as many students as you plan to serve. For example, to end up with 10 students, aim for an initial list of 20 target students.

- get teacher input by using a student referral form (see Appendix)
- put fliers up in the school
- develop your application and parental consent forms (see Appendix)
- plan an informational meeting

Once you have a list of target students, have them fill out an application, and have teachers complete referral forms for them. Review the paperwork, and with your team decide who to accept for the program. Send these students and their parents the needed forms (permission, schedules, etc.), and invite them to the orientation session.

### Parental Involvement

To involve parents, hold a joint required orientation session for students and parents. Give an overview of the program, answer questions about consent forms and discuss the mentoring schedule. Talk about how you will stay in touch with them over the year – will you call regularly, send notes, meet periodically? Or, you may choose to limit parent involvement.

*Parental Involvement Example: Little Bang students invite their families to a once-a-year picnic with their mentors. This contact along with the initial orientation, comprise the parent involvement in the program.*

## **Step Six: Match Mentors and Students**

How you match mentors and youth will depend on the size, format and goals of your program. Individual matching can help develop deep ongoing relationships, but may be risky if you have a multi-year program and experience employee turnover during those years. Some companies choose to match mentees with pairs of employees, to match a group of mentees with a team of employees, or to match an individual mentee with a group of employees. These strategies minimize the effect of employee turnover and expose the mentee to a variety of adults.

However you choose to configure the matches, it is a good idea to involve mentors in choosing their mentees. Let them look at the profiles of several mentee applicants. Something in the mentee profile may strike a chord with an employee, which can help jumpstart the mentoring relationships. It's another way to help build employee investment in the program.

*A Word About Gender:* some mentoring experts recommend same-gender matches, to reduce risk and help people feel comfortable. If you are constructing team matches in a small company, you may end up mixing genders, but it is a good idea to make sure that at least one mentor on a team is the same gender as the mentee.

## **Step Seven: Support Mentors**

Once the matches are made, you can do a lot to support mentors in building their relationships with mentees.

### **Plan Overall Framework for Mentoring Sessions**

At some companies, the company coordinator plans the overall framework for mentoring sessions. For the initial meeting, it might look like this:

- welcome and introductions, refreshments
- mentors meet students
- all become acquainted through: questions, activity work sheets, bring photos of pets, family, etc., take photos and swap
- tour office

*Sample: at Big Bang Products, all mentor/mentee teams meet first thing in the morning on a mentoring day then split off for team activities, coming together for lunch and again at the end of the day. This program often has a speaker in the morning, so all teams are together for that as well.*

When planning for youth, keep in mind their need for a variety of activities and settings. Combine small-group, large-group, and one-on-one sessions to keep them moving. Interesting speakers, hands-on activities and food are all essential to keep young people engaged.

*Sample: for Little Bang, the team developed a "10 Steps to Success" chart, including such goals as 95 percent school attendance, eating healthy food, etc. The student and mentor chart progress monthly. This instrument is used more as a goal-setting tool for students; the program's goals are measured through attendance, grades and graduation rates. But this activity provides a framework for discussion between mentor and mentee about a variety of aspects of the mentee's life.*

### **Give Each Mentor a Profile of Student in Advance**

Provide what information you have – interests, grades, family, etc. In addition, you might also want to provide some developmental information about the age group of the students – thinking skills, physical abilities, common concerns – that will help the mentors understand the youth.

### **Provide Opportunities for Mentors to Talk with Each Other About Their Experiences**

Some companies do informal brown-bag lunches and just let people talk. Other companies might structure a more formal reflection/feedback/problem-solving session.

### **Provide Ongoing Training or Workshops for Mentors**

Is there a particular issue or concern that has arisen? The Mentoring Partnership of Minnesota can refer you to appropriate training resources to meet your specific need. For more information, contact MPM at 612/370-9180, [mentor@mentoringworks.org](mailto:mentor@mentoringworks.org). Or visit the Web at [www.mentoringworks.org](http://www.mentoringworks.org).

## Step Eight: Evaluate Implementation and Outcomes

Program evaluation is a way of assessing whether you've achieved your original vision. It allows you to recognize the strengths of your program and shows you which areas need some work. Companies often implement program changes based on the results of evaluation.

*There are Four Basic Approaches to Program Evaluation:*

- **Evaluating Output Statistics:** measures the quantity of volunteer activity being generated (number of mentors, hours of service provided, dollar value of service provided, etc.) Keep a file with this data and update quarterly.
- **Examining Customer Input:** measures customer satisfaction, looking at youth, staff and parents all as customers of the mentoring program (usually conducted through surveys or interviews.) This is a process evaluation to answer the questions "How well is the program going?" "What needs to be changed?" Use a simple format for regular feedback – a questionnaire or survey. Many programs conduct a year-end satisfaction survey; periodic surveys or interviews during the year are recommended in a new program to catch problems early.
- **Evaluating Outcomes:** measures the results of the mentoring and the program's success in achieving its measurable objectives. If one of your objectives is improvement in school attendance, determine how often you will check school records. If you are interested in increases in student confidence, determine how you will measure this – through teacher interviews? Parent surveys? Then decide how often to measure.
- **Making a Standards-Based Comparison:** compares your program to standards created by an outside source. The National Mentoring Partnership has a document called "Elements of Effective Practice" that you can use as a check for your program components. You can access the document online at [www.mentoring.org](http://www.mentoring.org) (click on "Find Resources" then "Effective Practices").

Depending on your goals, you may want to gather some baseline data at the beginning of your program. You may want:

- academic and attendance records
- demographic information on mentees

*Questions to Consider:*

- what tools will you need to evaluate your mentoring program?
- what obstacles to evaluation may exist within your program?
- who will be responsible for developing and conducting your program evaluation?

## Step Nine: Enjoy! Develop Ways to Recognize and Celebrate Successes

### Mentors are remarkable people.

Let them know you appreciate and applaud their time, energy and commitment. This will help keep them invested in the program and in their mentees. There are lots of ways to do this:

#### Ongoing Recognition:

- thank you notes
- kudos at a staff meetings
- bulletin board display of mentors/mentees
- include service to the community through the mentoring program in considering employees for promotion/leadership/management positions

#### Special Events and Rewards:

- special dinner or lunch
- extra day of vacation time
- nominations for volunteer awards
- feature article in newsletter or press release

If you are interested in nominating your employees for volunteer awards, consider these options:

**Acts of Kindness: Governor's Volunteer Awards** – The annual awards are given to Minnesota volunteers of all ages who make life better for an individual, group, neighborhood, organization or town.

Contact: Minnesota Office of Citizenship and Volunteer Services  
117 University Avenue, Room 320  
St. Paul, MN 55155-2200  
800/234.6687; 651/296.4731  
[www.mocvs.state.mn.us](http://www.mocvs.state.mn.us)

**The President's Service Awards** – Individual volunteers and volunteer programs, both corporate and nonprofit, are recognized. Co-sponsored by the Corporation for National Service. Nominations are due in January and winners are announced in April during National Volunteer Week.

Contact: The Points of Light Foundation  
1400 I St, NW  
Suite 800  
Washington, DC 20005  
202/727-8000  
[www.pointsoflight.org](http://www.pointsoflight.org)

When recognizing people, don't forget your school liaison and administrators. A letter of commendation to an individual's supervisor will be much appreciated.

#### *Questions to Consider:*

- how will staff and partners be recognized for their contributions?
- what are your key challenges in developing a recognition program?

## Step Ten: Develop a Network of Companies Engaged in Mentoring – Share Ideas, Expenses and Stories

It can be informative, empowering, and fun for your company to connect with others engaged in mentoring. Employees can share ideas and stories. You might be able to share expenses – for transportation, a special speaker or presentation, or a field trip. You can discuss strategies for administering the program and swap forms. Meeting others engaged in the same work helps employees see the larger impact and importance of what they are doing.

*There are Several Ways to Connect:*

- **Mentoring Partnership of Minnesota** offers several ways for you to connect with other companies, including a Metro Mentor Network – a peer-to-peer forum for discussion and sharing of ideas, resources and expertise among formal volunteer mentor programs. Contact: 612/370-9180, [mentor@mentoringworks.org](mailto:mentor@mentoringworks.org), [www.mentoringworks.org](http://www.mentoringworks.org).
- **Corporate Volunteerism Council - Twin Cities** – is a professional organization of corporate members and associate nonprofit members working to promote volunteerism throughout the community. Contact: 612/379-4900, [cvctc@mtn.org](mailto:cvctc@mtn.org).

*Questions to Consider:*

- what would you like to gain from networking with other companies? (such as cost-sharing, support, advice/problem-solving, joint events...)
- who will be responsible for reaching out to other companies?

## **Bibliography**

*The following resources were invaluable in the preparation of this guide:*

- "The ABCs of Mentoring." Published by USAA, 1995
- "Creating a Successful Youth Mentoring Program: A Practical Guide for Hospitals." Published by The Hospital Youth Mentoring Partnership, managed by The Johns Hopkins Hospital, 1997.
- "Partnership Mentoring Manual." Published by Baltimore City Public Schools/Greater Baltimore Committee/Baltimore Mentoring Institute.
- "A Training Guide for Mentors." Written by Jay Smink, published by the National Dropout Prevention Center, 1999.

## **Appendix: Sample Program Materials**

• Key Duties: School Liaison, Mentor, Company Mentoring Coordinator	19
• Mentee Application	20
• Mentee Feedback	21
• Mentee Contract	22
• Mentor Feedback	23
• Mentor Agreement	24
• Parental Consent Form	25
• Student Profile	26
• Teacher Referral of Student for Mentoring	27
• Teacher Survey	28

## **Key Duties**

### **School Liaison**

The School Liaison will:

1. Help design the mentoring program.
2. Facilitate access to needed student records.
3. Coordinate the student recruitment and referral process.
4. Help evaluate the effectiveness of the mentoring program.

### **Mentor**

Mentors will:

1. Commit to meeting \_\_\_\_\_(frequency) with mentee for \_\_\_\_\_(duration).
2. Respect the privacy and confidentiality of student and family information.
3. Provide support and encouragement to mentee.
4. Demonstrate patience and persistence in the mentoring relationship.

### **Company Mentoring Coordinator**

The Company Mentoring Coordinator will:

1. Maintain consistent, clear communication with all involved parties.
2. Facilitate the decision-making of the mentoring team.
3. Oversee student recruitment and selection, parent contact, mentor selection and matching.
4. Coordinate group activities on mentoring days.

## Mentee Application

Date:

Name:

Grade next year/age:

Address:

City/State/Zip:

Phone number:

Counselor name:

Homeroom #:

Graduation year:

How did you hear about our program:

Why do you want to participate in the mentoring program? Please be specific.

### **Mentee Feedback**

This is intended as a guide to a phone or in-person conversation.

Date:

Name:

Mentor's Name:

How would you describe your relationship with your mentor so far? Circle one.

Great

Good

Fair

No relationship

How often have you been getting together with your mentor?

How often do you talk by phone with your mentor?

What have you and your mentor been doing together?

Do you feel comfortable with your mentor?

Are you getting along?

Is there anything you would like to share about your relationship with your mentor?

## Mentee Contract

I \_\_\_\_\_, agree to participate in the **(name of mentoring program)**. I understand that the mentor is a volunteer who wants to help me to be a success in school and in life and will act as a friend, advisor and role model. I also understand that there is no monetary assistance provided by the mentor or program.

I understand that the mentor agrees, for one year, to meet with me at least once a month and to be in telephone contact every week if possible.

In return I agree to try hard to have a good relationship with the mentor.

I also promise to:

- I. Keep all appointments with my mentor;
- II. Notify my mentor if I cannot keep an appointment;
- III. Respect the guidelines set by my mentor;
- IV. Attend all required program activities.

I understand that if I miss 3 mentoring sessions I may lose the privilege to participate in the **(name of mentoring program)**.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Mentee Signature

\_\_\_\_\_  
Date

## Mentor Feedback

Date:

Student's name:

Mentor's name:

Date of first contact:

How's your relationship going? Circle one.

Great

Good

Fair

Poor

Nonexistent

How often have you been meeting?

How often do you talk by phone?

What have you and your mentee been doing together?

Is there anything special you and your mentee are working on?

Is there something the program can do to support you (such as training or information, help from the program coordinator in facilitating contacts, etc.)?

Any other thoughts or comments?

## Mentor Agreement

I, \_\_\_\_\_, am fully informed about the **(name of mentoring program)**. I agree to abide by all of the established policies and procedures governing the program.

I further agree to abide by the following terms governing my participation:

- I. Participate in the program for a minimum of one year.
- II. Attend all scheduled pre-service and in-service training and other activities.
- III. Meet with my mentee for a minimum of \_\_\_\_ hours per **(week/month)**, with additional contact as desired.
- IV. Keep a monthly log of activities with my mentee.

I promise that I shall hold in confidence all information regarding my mentee or any student involved in the **(name of mentoring program)**. At all times, I will strive to meet my responsibilities and will do so with integrity and professionalism. I will also assume personal responsibility for every commitment I make and will not make commitments I cannot meet.

\_\_\_\_\_  
Mentor's signature

\_\_\_\_\_  
Date

**Parental Consent Form**

Date:

Dear Parent/Guardian:

Your son/daughter \_\_\_\_\_ has been selected to participate in an exciting mentoring program. Employees from our business, \_\_\_\_\_, will serve as mentors to students for \_\_\_\_\_(duration of mentoring). A mentor is a caring adult volunteer who is willing to spend time helping students succeed in school. The mentor will meet with your son/daughter \_\_\_\_\_ (frequency) at \_\_\_\_\_ (location).

The role of the mentor is like the "Big Brother/Big Sister" program. The mentor acts as a friend and role model, encourages good school work and sometimes helps with homework.

A mentor respects your role as parent and will keep you informed about activities with your child. The mentor has agreed to keep confidential all information about your child, as well as any information learned about the family.

We hope that you will approve of having your child participate in this program. Please sign below if you want to give permission for your child to work with a mentor.

If you have any questions, please call me.

Sincerely,

\_\_\_\_\_  
I grant permission for my son/daughter \_\_\_\_\_ to participate in the mentoring program. I also give permission for the mentor to see my child's school records.

Parent/guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Profile

Name:

Address:

Phone Number:

Parents'/Guardians' Names:

Home phone:

Work phone:

Emergency phone number:

Family members:

Guidance counselor:

Guidance office phone:

Special school programming:

Concerns:

Academic:

Health:

Family:

Social:

Attendance:

Other:

## Teacher Referral of Student for Mentoring

Date of Referral:

Teacher/Administrator name:

School:

Phone number:

Student name:

Grade:

Please list the reasons you feel a mentor would be beneficial to this student.

With what skills, subjects or everyday situations does this student need assistance?

Comments:

## Teacher Survey

Thank you for taking the time to complete this survey. It will assist in measuring the impact of the mentoring program on our students.

Date:

Teacher name:

Student name:

Please indicate any level of improvement in the following areas according to this scale:

N/A Not applicable

0 Decrease

1 No improvement

2 Some

3 Great

### Personal Growth

\_\_\_ Self-Confidence

\_\_\_ Self-Control

\_\_\_ Cooperation

\_\_\_ Responsibility

### Work Habits

\_\_\_ Listens Attentively

\_\_\_ Follows Directions

\_\_\_ Completes Tasks

\_\_\_ Interest/Participation in Class

Do you think the mentoring program has had a beneficial impact on the student? Please explain.

*Adapted from The Mentor Handbook by Dr. Susan Weinberger, Norwalk, Connecticut*