

# **Be a Mentor Program**

## **Training Guide for Facilitated Mentoring Programs**

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## Preface

The purpose of this training guide is to serve those of you who wish to create and maintain facilitated mentoring programs. It is designed to provide you with the foundation and framework from which you can build your own program – a program that suits the unique qualities and culture of your institution.

The role of Students In Business, Inc. (SIB) is to serve as advisor and consultant. We will support your program as you integrate mentoring into the fabric of the lives of students, mentors, and staff, as well as your administrators and community.

As you review this guide, please keep in mind that it offers a generic projection of the essence of mentoring. It is up to you to develop your program. We encourage creativity as you market your program to students, build relationships with mentors, and support matches.

This guide is a *work-in-progress*, which is to be updated and revised whenever necessary. In that light, we look forward to your comments and ideas so we may improve the mentoring process.

We at Students In Business, Inc. wish you success in your work!

## **Overview of a Training Guide for Facilitated Mentoring Programs**

A *Training Guide for Facilitated Mentoring Programs* is designed to provide a framework and processes for building and facilitating your own mentoring program. It is a “how to” guide for getting started and coordinating the many systems required for a comprehensive and quality mentoring program.

**HISTORY OF STUDENTS IN BUSINESS, INC** ....describes the history of the organization from it’s beginning to the present.

**RESPONSIBILITIES** ...portrays in chart format the functions of the various organizational bodies.

**MENTOR COORDINATORS**...discusses the various responsibilities of coordinators.

### **THE MENTORS**

*Mentor Recruitment*...lists suggested activities for running an effective and thorough recruitment campaign.

*Receiving and Processing Mentor Applications*...discusses Mentor Eligibility Criteria, Mentor Tracking, Training of Mentors, and Mentor Induction.

### **SCHOOL SITE COORDINATION**

*Responsibilities of the School Site Steering Committee*...include a list of responsibilities for such a committee should you decide to organize one.

*Identifying Target Students*...discusses a variety of ways to go about identifying interested students for your program.

*Recruitment Presentations*...describes how to go about designing and presenting an informative and motivating presentation to students for application into the program. Refer to *Training Guide for Recruiting Students*.

*Processing Student Applications*...discusses data collection and storage suggestions.

*Interviewing Students and Mentors*...offers guidance on conducting effective interviews of students and mentors.

*Parent Orientation*...provides suggestions for designing and facilitating an informative Parent Orientation.

*Making Student/Mentor Matches*...provides a thorough process for matching students with mentors.

### **MONITORING AND SUPPORTING MATCHES**

*Match Support*...contains a comprehensive checklist of tasks for quality match support including Match Intervention if necessary.

*Match Closure and Renewal*...discusses Recognition and Awards Event, Formal Closure of Match, Exit Interview, and Match Renewal.

*Project Evaluation*...discusses the importance of evaluating and assessing your mentor program effectiveness.

**USING THE SIB WEBSITE**...lists the functions that coordinators can perform.

**GETTING STARTED** ...contains a checklist to guide coordinators in getting started.

**EXHIBITS**... include various forms and handouts that coordinators can use to implement their mentoring program.

## Table of Contents

Preface	ii
Overview of a Training Guide for Facilitated Mentoring Programs	iii
Table of Contents	iv
History of Students In Business, Inc	1
Responsibilities	3
Mentor Coordinators	4
The Mentors	
Mentor Recruitment	5
Receiving and Processing Mentor Applications	
Mentor Eligibility Criteria	5
Mentor Tracking	6
Training of Mentors	6
Mentor Induction	6
School Site Coordination	
Responsibilities of the School Site Steering Committee	8
Identifying Target Students	8
Recruitment Presentations	8
Processing Student Applications	9
Interviewing Students and Mentors	9
Parent Orientation	10
Making Student Mentor Matches	10
Monitoring and Supporting Matches	
Match Support	11
Match Closure and Renewal	11
Project Evaluation	12
Using the SIB Website	13
Getting Started – Next Steps	14
Exhibits	15

## **HISTORY OF STUDENTS IN BUSINESS, INC.**

Robert Goetsch, president of Mandis Business Consulting, Inc., founded and grew a successful computer sales, service and consulting practice to serve the computer systems needs of medium-sized manufactures and wholesale distributors. Frustrated with the lack of skills among job applicants and new hires, Mr. Goetsch mobilized the Education Committee of the Fremont Chamber of Commerce and began working with local schools to enhance the skills of students in order for them to be of greater value to business and industry. It became evident that education would not succeed in graduating students adequately prepared for the workforce unless business had a sense of workforce development that included active engagement with education. In September of 1992, Mr. Goetsch formed a non-profit corporation, Students In Business, Inc. (SIB) to do this important work.

SIB initially started out as an entrepreneurial desktop publishing class within a high school in Fremont, California. Following the steam-cleaning of the old metal workshop and supplemented by donations of office furniture from local businesses, 30 students participated during the first year of this class, which is still offered at the school. Mr. Goetsch coordinated the effort with a host of volunteer business people who served as coaches and advisors to the students.

It became apparent after the first year of the program that the students learned the most when they interacted on a one-to-one basis with the local business people who came in to advise the students on their business. At this point, Mr. Goetsch handed over the classroom instruction to the school and led SIB in the direction of mentoring. For this reason, the mission of SIB has evolved into assisting schools and communities in developing sustainable mentoring programs that match students with adults from a variety of cultural and professional backgrounds within structured relationships in an effort to assist students in achieving personal, academic and career exploration goals and developing their full potential as contributing citizens.

The Alameda County Private Industry Council (PIC) assisted SIB in starting mentoring programs in Alameda County. Funding was appropriated to SIB to link approximately 40, 16-21 year-old Job Training Partnership Act (JTPA) youth with successful adults in mentoring programs. Criteria used to determine student eligibility included coming from a single-parent home, either physically or learning disabled, pregnant or a teen parent, high school dropout or economically disadvantaged.

SIB has successfully worked with federally-funded School-to-Work (STW) programs to provide prevention services to at-risk youth. STW programs are collaboratives of K-12 school districts, community colleges and universities, employers, labor organizations, economic development agencies and workforce preparation professionals. Their vision is to connect students, workplaces, schools and the community to ensure that all learners are prepared for responsible citizenship, continuous learning and productive employment in a changing economy. In collaboration with STW programs, SIB implemented mentoring programs for at-risk youth in many school districts. Approximately 100 students and 100 adults have participated in these programs each year for the first several years.

In 1997, SIB began working with students at-risk for gang participation through two separate two-year programs. SIB partnered with community agencies in implementing a Gang Violence Suppression Mentoring Program for middle school students. The students served in this program met 10 criteria developed by the State Anti-Gang Coordinating Committee used to identify youth involved or at-risk of being involved in a gang. Additionally, SIB partnered in an Alcohol/Drug Abuse Prevention Mentoring Program. This program targets students who participate in school Gang Reduction Intervention Programs.

In early February 1999, first Lady Hillary Rodham Clinton and Attorney General Janet Reno announced SIB as one of the nationwide recipients of a Juvenile Mentoring Program (JUMP) grant. This program is funding a mentoring program at a middle school, which will match 135 youth with caring adults from their own community.

## **HISTORY OF STUDENTS IN BUSINESS, INC. (cont.)**

In May 1999, SIB and Mediation Services were awarded a Gang Violence Suppression Grant from the Office of Criminal Justice Planning. This program is funding a three-year mentoring program which is supporting matches between thirty students (half the school's population) and mentors, as well as a conflict resolution/mediation skills training program for all sixty students and four faculty.

Through a collaboration with a County Public Health Department and several local youth-oriented agencies, SIB is implementing a mentoring program at an inner-city high school. This three-year program began at the start of the 1999/2000 school year and is serving 30 students.

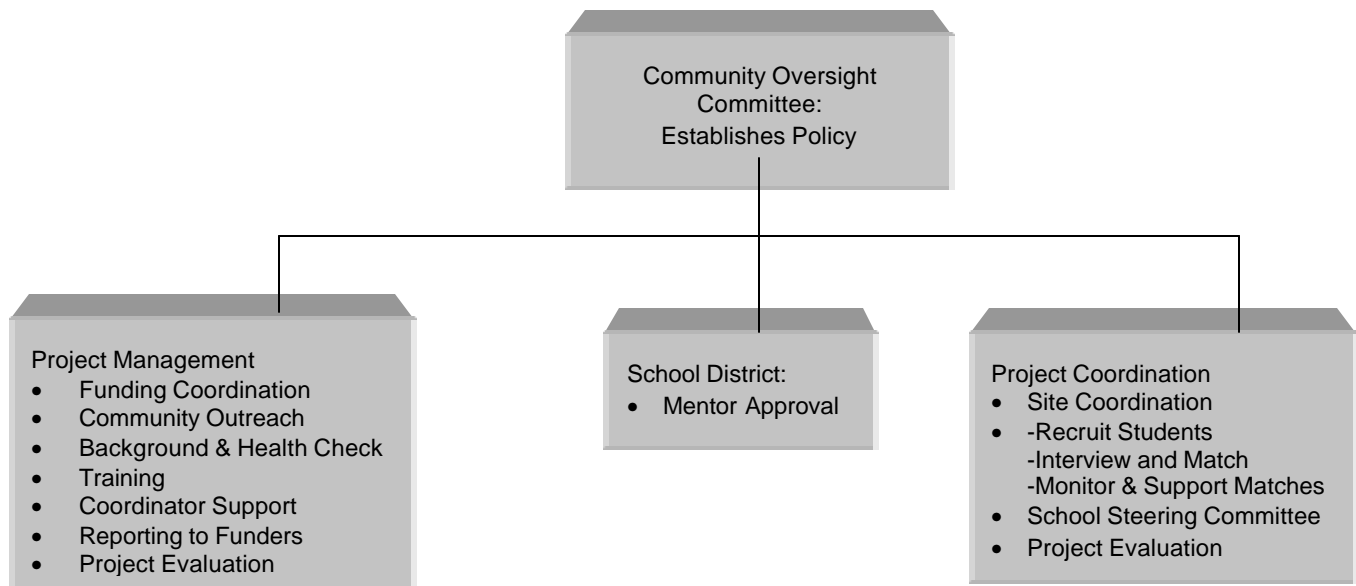
In June 1999, the California Governor's Office of the Secretary for Education announced several grants to support the local mentoring efforts of SIB within several school districts. The grants were four of a total of sixty awarded statewide and are provided under the Academic Volunteer and Mentor Service Program. Through this program, 800 adults are being matched on a one-to-one basis with youth at risk of failing in school, dropping out or otherwise getting into trouble. The academic component of the program is to assist students in literacy and reading comprehension.

SIB's most recent undertaking is the implementation of an email-mentoring project. Through a partnership with several high-tech corporations, SIB is matching students with employees who connect with the students online. The mentors assist their students in becoming more familiar with communicating via email and conducting research on the Internet for classroom projects. Students also increase their knowledge about technical careers and opportunities available.

## RESPONSIBILITIES

### *Be A Mentor Program Function Chart*

In brief, the functions of the various bodies will resemble the following:



## **MENTOR COORDINATORS**

The Mentor Coordinator is responsible for recruiting interested students for the program, interviewing students and mentors, matching the students with mentors, supporting the matches, facilitating match closure/renewal, and program evaluation. Ideally, the Mentor Coordinator works on site at the school campus and has frequent contact with students.

Mentor Coordinators are trained in the process of program coordination and mentor training before approaching their responsibilities. Mentor Coordinators should possess excellent time management, organization, group facilitation, customer service, and interpersonal communication skills. They should also be able to work with a diverse group of individuals and be a youth advocate.

Project Management should monitor and support Mentor Coordinators continuously throughout the program and provide an opportunity for coordinators to give constructive feedback regarding their experience each year.

**See Exhibits 1 – 3.**



## THE MENTORS

### ***Mentor Recruitment***

The guidelines for developing a recruitment process, resulting in suitable mentors to serve your program, can include the following:

- Approaching your community is the first step in recruitment. Establish relationships in your community with city government, chambers of commerce, volunteer centers and service clubs.
- Establish relationships with industry and business in your community. This may be accomplished by joining your local chamber of commerce and/or one of its connection clubs, speaking at gatherings at the groups mentioned above, and calling on businesses and industry in your community.
- The Community Oversight Committee can assist with the task of promoting mentoring amongst the business community.
- Create community awareness for your program by distributing flyers, brochures and other information throughout the community.
- Use the Internet to list your program on the many volunteer websites.
- Contact businesses to gain their support and participation by setting up an employee recruitment campaign within their company (email, brown bag lunch, etc.)
- Ask current mentors and students to speak at information sessions concerning the benefits of mentoring.
- Pass around a sign-up sheet at mentor recruitment Informationals for prospective individuals to sign. Retain names, titles, addresses, and phone numbers of every individual you contact. Input these names into a prospect database for tracking, follow-up, and notification of events, etc.
- Send press releases to local newspapers to announce upcoming mentor trainings.
- Ask local newspapers to write “human interest” stories about your project. Be certain that a contact name and phone number is printed in the article.
- Ask local radio and television stations to run public service announcements regarding the need for volunteer mentors.
- Maintain a comprehensive email/ mailing list on a computer database program. Keep in touch with these individuals via email/fax campaigns and website.
- Ask volunteers to staff a monthly call-a-thon. This phone banking can be a tool for soliciting mentors, funds, and other resources.
- Ask others to help you publicize your events and quest for mentors.
- Network, network, network! It may be possible for your school/department to enlist a part or full-time volunteer solely to network and liaison with the community, in the recruitment of mentors.

See Exhibits 4 – 16.

### ***Receiving and Processing Mentor Applications***

#### **Mentor Eligibility Criteria**

In order to be eligible to be matched with a student, volunteers need to satisfy the following criteria:

1. Complete and submit an application.
  - The mentor will satisfy all commitments as detailed in the application, including submission of driver’s license, proof of insurance, and three references.
  - All information is true and accurate.
2. Complete LiveScan fingerprinting process and obtain a criminal justice background clearance.

### **Mentor Eligibility Criteria (cont.)**

3. Complete and submit the Tuberculosis (TB) test/reading or chest x-ray results.
4. Attend an initial Mentor Training.

**See Exhibits 17 – 24.**

### **Mentor Tracking**

Once the Mentor Application has been received, tracking process begins and includes:

- Reviewing application for completeness and accuracy
  - If not complete, collecting needed information from each volunteer via email, mail, fax, or telephone.
  - Assuring that all information is received (accurate and complete responses on application, submission of driver's license, proof of insurance, three references, and a scheduled training date). This can be a lengthy process, which often requires much persistence.
- Accurately imputing general and specific information from the application in the mentor database;
- Sending confirmation letter acknowledging receipt of application, scheduled training date, and TB and fingerprinting information;
- Sending reference questionnaire to names supplied, resending questionnaire if necessary, contacting volunteer for alternative addresses;
- Confirming attendance to scheduled training at least one day prior;
- Reminder phone calls/emails to volunteers regarding LiveScan fingerprinting;
- Reminder phone calls/emails to volunteers regarding TB testing;
- Imputing references, TB test dates, and fingerprint information into database; and
- Notifying mentors and coordinators of project status and transitioning volunteers to coordinators at completion of tracking process via emailed, mailed, or faxed letter.

Once volunteer has been transitioned to the Mentor Coordinator, mentor tracking is not over. Mentor placement and status must be confirmed through regular follow-up calls to Mentor Coordinators and mentors. Mentor satisfaction can also be assessed by periodic written surveys of mentors.

**See Exhibits 27 - 30.**

### **Training of Mentors**

Mentors must attend an initial training at a centrally located meeting place. The training consultant will train mentors and provide to Mentor Coordinators mentors that have fully completed the application process via the Be a Mentor website, [www.beamentor.org](http://www.beamentor.org),

Periodic Advanced Mentor Trainings should be provided for matched mentors primarily to enhance their skills as a mentor. These sessions serve to keep the mentors engaged and on track. They also serve as a reminder to mentors about their need to continue to expand their own knowledge base and experiences.

***See Training Guide for Volunteer Mentors***

### **Mentor Induction**

Mentors are officially inducted into the program after approval of the school district is given. A referral form can be used to verify mentor application and screening process completion. This form can be provided to Mentor Coordinators for documentation purposes. Coordinators must follow policy established by each school district regarding liability.

### **Mentor Induction (cont.)**

An acknowledgement letter can be sent to each mentor notifying them of their successful completion of the application process. This letter also serves to prepare mentors for the subsequent interview with one or more Mentor Coordinators.

**See Exhibits 25-26.**

## **SCHOOL SITE COORDINATION**

### ***Responsibilities of the School Site Steering Committee***

Should you decide to organize one, the Mentor Coordinator(s) working with the school administration should develop the composition of the Steering Committee. This committee's responsibilities can include:

- Assuring that the project is aligned with school philosophy/mission, goals, and strategic plan;
- Establishing the process within the school that will enable the implementation of the project;
- Supporting the stated goals and objectives of the project as written in awarded proposal;
- Orienting school staff to the project;
- Ensuring the collaboration of the school staff in identifying and recruiting students for the project;
- Assisting with mentor recruitment from the school community;
- Continuing to expand the committee to include adequate representatives; and
- Making reports to the Community Oversight Committee and district administration as necessary.

### ***Identifying Target Students***

It is the job of the Mentor Coordinator to develop and implement plans to recruit youth eligible to receive a mentor. This can be accomplished by:

- Asking school counselors and teachers to assist in identifying and referring youth that fit the profile of eligible youth as defined in the awarded grant proposal;
- Posting recruitment flyers and other literature school-wide and distributing announcements and bulletins to appropriate staff; and
- Presenting orientations in classrooms, assemblies, or with individual students.

Counselors and teachers are valuable resources in identifying youth that can benefit from having a mentor.

Publicizing and marketing the project on the school campus is essential.

**See Exhibits 31 - 36.**

### ***Recruitment Presentations***

The Mentor Coordinator can enter classrooms and make presentations to students during one of their class periods; or ask students to congregate at a meeting place for at least 20 minutes, occurring at a time students can most easily attend. Presentations can include use of a student who has been mentored. The Mentor Coordinator should introduce students to some of the more important mentor/student responsibilities in the program.

***See Training Guide for Recruiting Students.***

## ***Processing Student Applications***

### **Data Collection**

Data collection can be stored in a paper file and computer database program (FoxPro, Access, Microsoft Works, etc.). Paper file data can be color-coded, with each file containing student and parent questionnaire, parent authorization, assessment forms, and letters or case notes generated during, before and after match tenure.

Database records can contain name, address, home and work phone, grade level, age, career direction, ethnic background, and GPA. The database is a resource for many tasks, among which are:

- Generation of lists and reports
- Mailing labels and envelopes
- Student recruitment

The paper file and database collection should be kept in a confidential manner. The use of computer passwords is recommended and encouraged, as well as locked filing cabinets.

## ***Interviewing Students and Mentors***

The purpose of the interview is to learn as much as you can about the applicant so that the best possible match can be made. It is also the time to screen out applicants who may not be appropriate for the relationship and/or commitment. It is essential that the Mentor Coordinator remain non-judgmental when interviewing students and mentors. Questions with regard to preferences (ethnicity, age, etc.) should never be omitted.

### **Student Interviews**

The Mentor Coordinator makes an appointment of 30-45 minutes in length in order to interview the student and pose questions designed to elicit the most candid information from the student. Use the information from the student questionnaire whenever possible.

The interview may be held during school/class time; it may be held outside the regular school day; whatever provides a natural and comfortable situation where a student feels ease in talking. The interview should take place in a private setting.

Make every effort to match students with mentors within the briefest time frame (30 days maximum). If matching becomes problematic, attempt to involve students who are waiting in program activities that will help to sustain their interest.

**See Exhibit 37.**

### **Mentor Interviews**

The Mentor Coordinator makes an appointment of one hour in length in order to interview the adult volunteer. The interview can be held at the school site, the mentor's workplace, or other public location (library, coffee shop, etc.).

If the match is delayed for any reason, attempt to sustain mentor interest by engaging them in tutoring, speaking to groups, providing job shadowing opportunities, etc.

**See Exhibit 38.**

## ***Parent Orientation***

A parent orientation can be held before the match is made. This is an excellent opportunity for parents to meet their child's mentor, program coordinators, to ask questions and to ultimately generate parent buy-in and support for the program.

- Mentor Coordinator can outline program specifics and student responsibilities.
- Past or current students/mentors can be a part of the program agenda.
- Parents can submit required forms at this event.
- Translators and childcare may be provided.
- Refreshments are desirable.

## ***Making Student/Mentor Matches***

The Mentor Coordinator identifies appropriate matches. This process includes:

- Taking into consideration all information gathered from mentor and student private interviews, applications and references (interests, career choices, hobbies, skills, etc.)
- Honoring the specific desires of a student (same ethnicity, etc.)
- Making same-gender matches
- Identifying mentors' abilities to meet the needs and goals of the students
- Taking into consideration parent comments, desires and concerns
- Using your intuition

The Mentor Coordinator can facilitate the match at the school, the student's home, a local coffee shop or other public location. The Mentor Coordinator can provide a confidential info sheet for both student and mentor, as well as "Our Mentoring Agreement." This agreement can be discussed and signed by both mentor and student at this first meeting. It is recommended that the Mentor Coordinator allow time alone for the student and mentor to get acquainted during this first meeting.

Although you may choose to match your mentors and students on a one-to-one basis with a simple introductory meeting at the school or elsewhere, you can also choose a match-up event to formally begin your matches. These events have proven very successful as they offer a festive beginning to the match, dignify its inception and stimulate rapport with everyone involved in the project. You may want to invite the media, as this gives the community news of your project, which in turn stimulates interest. Your match-up event can be as simple or elaborate as you deem necessary. A local restaurant or community center may offer space for such an event, as they understand the importance of community involvement. A park or church might also offer a solution.

The program for the event can include icebreakers, mixers, speakers, and/or potluck or a catered meal.

**See Exhibits 39 - 42.**

## **MONITORING AND SUPPORTING MATCHES**

### ***Match Support***

Effective match support should include:

- Monthly “check-in” phone call/email to mentors
- Collecting monthly match documentation reports from mentors
- Four group support meetings with mentors/students that focus on building relationships, goal setting, informational interviews of mentors, and job shadowing
- Periodic “student only” meetings
- Periodic advanced trainings for mentors that focus on problem solving, understanding values, communicating, and dealing with difficult situations

It is important that regular contact with mentors and students is made in order to foster growth of the mentoring relationship and determine whether the student’s needs are being met. It is also essential that match support be aligned with the mentor training.

**See Exhibits 43 - 52.**

### **Match Intervention**

It may become necessary for the Mentor Coordinator to meet with an individual student due to his/her nonparticipation; non-returned phone calls, missed appointments, and absence at meetings are sufficient reasons for this intervention. This meeting can occur during class time with teacher permission.

Such meetings may also be necessary with mentors. If it becomes apparent that the mentor is not meeting the commitment to the student, the Mentor Coordinator can initiate an intervention that:

- States the facts (reasons for meeting)
- Ascertains the mentor’s plans, intentions, etc.
- Offers help and support in either re-directing or terminating the match (termination should be the decision of the mentor and/or student).

### ***Match Closure and Renewal***

#### **Recognition and Awards Event**

Just as the match can be initiated with a formal match-up event to set the tone for the ensuing months, the same formal event process can be held to close the matches. This Recognition Event can offer formal recognition, awards and a thank you to the students, mentors, and parents, as well as staff and other participants in the program.

The depth and scope of the event will be up to you and your budget. Picnics at the end of the school year (June), potluck dinners; lunches or a breakfast are all possibilities. You can invite a speaker (we suggest individuals such as the mayor, school district superintendent, or even a local personality or celebrity). Ask your mentors and their students to prepare testimonials. Be sure to offer the platform to anyone who may wish to share his or her experience with the project.

**See Exhibit 53.**

## **Formal Closure of Match**

Whether it is the natural end of the relationship or a premature termination, it is important to deal with the closure issues sensitively in your role as Mentor Coordinator. The way a relationship ends can shape how the individual thinks about the entire experience. How you handle termination depends on the intensity and length of the relationship. Endings of relationships, as with beginnings, go through stages.

Termination of the mentor/student relationship may recall the end of other important relationships in the participants' lives. Therefore it must take place gradually over time. You should acknowledge and discuss feelings about saying goodbye. Sometimes termination will include grieving.

It can be a time of growth; you can work to regard the situation as a "graduation" rather than a loss.

A letter should be sent to Parent/Guardian announcing the formal closure of the relationship.

**See Exhibits 54-55.**

## **Exit Interview and Questions**

- Conduct exit interviews with students and mentors by phone or in person to assess the match's success in achieving the stated goals of the match and readiness for match closure or intent to continue.
- Status for the student and mentor is changed in the database to indicate match closure.
- Reasons for match closure are noted in the case note section of the database file.
- When a match is closed for any reason, or staff determines the match to be inactive, length of the commitment, success of the match, and future mailings should be noted in the database.

**See Exhibit 56.**

## **Match Renewal**

At the time of the closure/termination of yearlong matches, students may elect to renew their match with the same mentor. If it is appropriate, and is agreeable with the mentor, a letter is sent to the parent notifying the parent that the match will continue for another year.

**See Exhibits 57 - 58.**

## ***Project Evaluation***

Each mentor project should be evaluated annually. Taking into consideration the goals for each project, and soliciting written assessments from all groups, a formal evaluation should be conducted and presented to each Steering/Oversight Committee and funding sources when appropriate.



## USING THE SIB WEBSITE – [www.beamentor.org](http://www.beamentor.org)

By using the SIB website, coordinators are able to access much of the information they need to carry out their role as Mentor Coordinator. Following is a list of functions that coordinators can perform through the website:

- Download miscellaneous program forms and handouts
- Access the listing of available mentors and contact information with an ID and password
- Review each mentor's application, references, and other information
- Maintain a listing of their own matched mentors and students
- Keep track of their mentors' activities with their students

Coordinators must also take the necessary time to utilize the processes developed on the Coordinators Site to schedule mentor interviews, enter completed mentor interview dates, enter match dates for mentors, and enter closure dates for matches. Only by utilizing these processes can **all** coordinators see which mentors have been interviewed and by whom and which mentors are no longer available. In other words, mentors' names are automatically removed from the website once a coordinator enters the match date. This prevents mentors from being called for interviews by other coordinators once they are matched.

**See Exhibit 59.**

## **GETTING STARTED – NEXT STEPS**

Following is a checklist to guide you in getting started and establishing a foundation to build your program:

1. Enlist School-Wide Support Amongst Faculty, Counselors, Administration, and Staff

- Presentation to administration and all school staff
- Presentation to counselors
- Presentation to faculty (individual department meetings)
- Presentation to parents at Back-to-School night or PTA meeting

2. Identify/Orient Target Students

- What materials do I need to create?
- Distribute program information to all counselors and Assistant Principals
- How will I approach and orient students about the opportunity?
- Who can I partner with in approaching students? Counselors? Teachers?
- Do I need to create a system for receiving referred student names?

3. Interview Students and Mentors

- When will I interview students? During my prep period? After school?
- When and where will I interview mentors?
- Do I have a private space on campus to interview students and mentors?

4. Make Matches

- What will the process look like?
- What materials will I provide for student and mentor on match day?
- Where will the match take place?
- When? After school? During lunch? Saturday morning?

5. Monitor and Support Matches

- When will I check in with (phone or email) my mentors? Daytime? Evenings?
- When will I hold the group student/mentor support meetings?
- Where will these group meetings take place?
- When will I hold the “student only” support meetings? During lunch? After school?
- Do I have a plan for collecting monthly mentor match activity reports from my mentors?

6. Schedule and Plan Recognition Celebration

- Where and when?
- Formal or informal?
- Who will be invited?

## **EXHIBITS**

Exhibit 1 – Mentor Coordinator Interview Questions	17
Exhibit 2 – Coordinator Site Visit	18
Exhibit 3 – Mentor Coordinator Feedback	19
Exhibits 4-6 – Sample Press Releases	21
Exhibits 7-8 – Sample Public Service Announcements (PSA)	24
Exhibits 9-15 – Sample Marketing Flyers	26
Exhibit 16 – Sample Fax Campaign Copy	33
Exhibit 17 – Mentor Application	34
Exhibit 18 – Checklist Letter to Mentor	36
Exhibit 19 – Fingerprinting Info Form	37
Exhibit 20 – TB Testing Info Form	39
Exhibit 21 – Training Schedule	40
Exhibit 22 – Letter to Mentor Reference	42
Exhibit 23 – Confidential Reference Form	43
Exhibit 24 – Mentor Questionnaire	44
Exhibit 25 – Referral Form	46
Exhibit 26 – Notification of Completion Letter	47
Exhibits 27-30 – Reminder Letters to Mentors	48
Exhibit 31 – Sample Letter to Counselors	53
Exhibit 32 – Sample Bulletin Announcement	54
Exhibits 33-36 – Sample Student Recruitment Flyers	55
Exhibit 37 – Student Interview Questions	59
Exhibit 38 – Mentor Interview Questions	60
Exhibit 39 – Student Match-up Profile	61
Exhibit 40 – Mentor Match-up Profile	62
Exhibit 41 – Building Relationships	63

## **EXHIBITS (cont.)**

Exhibit 42 – Our Mentoring Agreement	64
Exhibit 43 – Telephone Log	65
Exhibits 44-46 – Group Support Meeting #1 Handouts	66
Exhibits 47-49 – Group Support Meeting #2 Handouts	69
Exhibit 50 – Group Support Meeting #3 Handout	72
Exhibits 51-52 – Group Support Meeting #4 Handouts	73
Exhibit 53 – Special Event Planning and Budget Form	76
Exhibit 54 – Match Commitment Survey	77
Exhibit 55 – Closure Letter to Parent	78
Exhibit 56 – Mentor/Student Exit Interview	79
Exhibit 57 – Match Renewal Letter to Parent	80
Exhibit 58 – End of School Letter to Mentor/Student	81
Exhibit 59 – Non-Disclosure Letter	82

## **Mentor Coordinator Interview Questions**

1. Tell us about your background and experiences that led you to be interested in this position.
2. Describe your experiences in working with youth.
3. What do you think the two or three most important qualities the person who holds this position should have?
4. Tell us what you know about mentoring.
5. How much experience do you have in:
  - Training others
  - Interviewing others
  - Facilitating Groups
  - Public Speaking
  - Customer Service
  - Computers
6. Why do you want this position?
7. How can you benefit this program? Why should we hire you?

## Coordinator Site Visit

### **Coordinator(s):**

Name

### **Meeting Info:**

Date	Hours	Initial – Cord.	Initial – Mgr.
_____	_____	_____	_____
_____	_____	_____	_____

### **QUESTIONS/COMMENTS (Coordinator):**

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### **NEXT STEPS/RECOMMENDATIONS (Manager):**

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\_\_\_\_\_  
**Signature**  
**Project Manager**

**Mentor Coordinator Feedback  
For the 1999/2000 School Year**

1. How could the Coordinator Training better prepare one for the Mentor Coordinator role?
2. Would a Saturday be a better day to attend a Coordinator Training rather than a school day?
3. How could the Mentor Training better prepare mentors for their role?
4. What recommendations can you make regarding the website and accessing mentor profiles?
5. What feedback do you have regarding:
  - Student Recruitment
  - Available Mentors
  - Interviewing Students/Mentors

- Making Matches
- Checking in with Mentors/Students Post Match
- Supporting Matches with Group Activities/Meetings
- Reporting to Project Management
- Support from Project Management
- Project Evaluation

6. Are you planning to do this next year? Why or why not?



**FOR IMMEDIATE RELEASE**

June 28, 1999

Contact: Robert Goetsch, Students In Business - 510/795-6488  
Gloria Roberts, Adm., Hayward Com. Day School - 510/782-5137  
Suzanne Barba, PIO - 510/670-4150

**JORDAN ANNOUNCES GANG VIOLENCE SUPPRESSION GRANT**

County Superintendent Sheila Jordan announced that the Office of Criminal Justice Planning has awarded a grant of \$100,000 to reduce the level of gang violence in the community and divert gang activity into positive and constructive behaviors.

The grant will be used for gang violence suppression programs at the Hayward Community Day School which is operated by the County Office of Education for students who have been expelled from their school because of anti-social behavior, poor school attendance, negative attitude toward school authority, low self-esteem and below grade level achievement.

The Gang Violence Suppression program will be administered by Students in Business (SIB), a private, non-profit, community-based organization established in 1992. "SIB assists schools and communities in developing mentoring programs that match students with community and business volunteers in an effort to assist students in achieving personal, academic and career exploration goals," said Robert Goetsch, SIB administrator.

According to Goetsch, this program will teach students the skills needed to use their emotions in a positive and constructive way. "It will include personalized support from a caring adult to serve as a friend, guide and coach, and will address the four underlying risk factors affecting students in the area--tendency toward violence, lack of adult attention and support, ample time to get into trouble, and lack of vision for career-job opportunities," said Goetsch.

"I think this is a real win-win situation," said Jordan. "Our students will benefit by getting the mentoring and support services they need to stay on the right path to becoming responsible and contributing members of the community. And, our communities benefit, too, because there will be a reduction in the problems that are caused in neighborhoods by gang and gang-related violence."

# # #

Students In Business, Inc.  
4588 Peralta Blvd, Ste. 17  
Fremont, CA 94536

Jessica Niland  
Mentor Recruiter  
510/795-6488 x6178  
510/795-6498 FAX  
[jniland@beamentor.org](mailto:jniland@beamentor.org)

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# NEWS RELEASE

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PAGES: 1

DATE: 10/30/00

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## FOR IMMEDIATE RELEASE

While the Silicon Valley has enjoyed an enormous economic boom courtesy of the Internet era, there is a resource that has been under-invested in throughout the Bay Area: our youth. Now, as technology-based companies are beginning to see the importance of community outreach, individuals from all walks of life have found a way to make a difference as well: by volunteering to be mentors to young people.

The Mentor Project, in conjunction with local school districts, works to pair caring adult volunteers and at-risk students in one-to-one mentoring relationships. There are face-to-face as well as email mentoring programs offered. It has been shown that students with mentors gain the skills and self-confidence necessary to go on to more rewarding futures.

Mentors are matched with same-sex students for ten academic months and are asked to spend four to six hours per month with their student, or in the case of email mentors, approximately half an hour per week. The time can be spent focusing on schoolwork, job shadowing, doing fun things or just talking. Surveys show that over 90 percent of students sign up for the program to have someone to listen, advise and support them.

Students In Business, Inc. (SIB) is a Fremont-based, nonprofit organization that sponsors the Mentor Project. SIB was recently awarded several state grants, requiring the match of 600 students and mentors in Fremont, Hayward and San Lorenzo School Districts, and Castlemont High School in Oakland. SIB has recruited about 200 mentors and is currently searching for 400 others to fulfill the grants.

The success stories from this program are innumerable. As one student wrote last year: "It seems like now, things are really starting to come together. I'm not nearly as confused as I was before. I'm well on my way to being the first person in my family to graduate from college."

If you would like more information about Students In Business or the Mentor Project, please contact Kathy Morrison at (510) 795-6488, ext. 6175, e-mail her at [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org) or visit our web site at [www.beamentor.org](http://www.beamentor.org).

###

Recognition event press release:  
FOR IMMEDIATE RELEASE

FREMONT, CA--City Council member Bill Pease and Superintendent of Schools Sharon Jones will officiate at a reception on January 27 to honor volunteer mentors' dedication to local youth.

The Fremont Mentor Project and Fremont Chamber of Commerce will host the reception to recognize past and present mentors for their contributions to the project.

The Fremont Mentor Project is sponsored by local nonprofit organization Students In Business, Inc., in association with the Fremont Unified School District, the City of Fremont, Fremont Bank, Lam Research, BFI, NUMMI and other Fremont businesses. SIB works to recruit caring adults to pair with at-risk teens for one academic year. Mentors are asked to spend four to six hours per month with their student, who is of the same gender and has chosen to take part in the program. Activities can range from schoolwork, to sports, visiting museums, going to movies, or just taking time to talk and be a friend.

The success stories from this program are innumerable. As one student wrote last year about her experience with her mentor: "It seems like now, things are really starting to come together. I'm not nearly as confused as I was before. I'm well on my way to becoming the first person in my family to graduate from college." Another student participant wrote: "I never thought that a stranger would open their arms out and help children like us who they don't really know."

Students with mentors acquire confidence, new skills, knowledge and experiences. It helps them to broaden their views, develop perspective and investigate potential career paths—in this way, mentors affect the future!

The Mentor Recognition Event will be held Thursday, Jan. 27<sup>th</sup> from 5:30 to 7:00 p.m. at the Fremont Chamber of Commerce offices and guests will include not only mentors, but the companies they work for as well. City of Fremont and Fremont Unified School District employees will also be on hand to participate in the presentation of awards.

For more information about the Mentor Recognition Event or being a mentor, call Students In Business at 1-888-BE A MENTOR (1-888-232-6368), or email us at [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org). You can also visit our website at [www.beamentor.org](http://www.beamentor.org) for more information about the program.

# LIVE COPY

FOR IMMEDIATE RELEASE

**To:** KISS-FM 98.1

**Attention:** Jay Hart/Tracee Sterling, PSAs

**Contact:** Jessica Niland  
Mentor Recruiter  
If possible, please contact me if aired—Thank you

**Address:** Students In Business, Inc.  
4588 Peralta Blvd., Suite 17  
Fremont, CA 94536

**Telephone:** (510) 795-6488 X6178

**Email:** jniland@beamentor.org

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## :30 Seconds

**Make a difference in a student's life – join the growing ranks of mentors!**

IF YOU'VE EVER CONSIDERED VOLUNTEERING SOME OF YOUR TIME TO A CAUSE, LISTEN UP.

MENTORING IS A GREAT WAY TO MAKE A MAJOR DIFFERENCE IN YOUR COMMUNITY.

BY SPENDING A MERE FOUR TO SIX HOURS PER MONTH WITH A HIGH SCHOOL STUDENT IN NEED OF SOME GUIDANCE, YOU'LL BE CHANGING A LIFE FOR THE BETTER, AND WATCHING IT OCCUR BEFORE YOUR EYES.

CALL 1-888-BE A MENTOR TO LEARN MORE ABOUT THIS PROGRAM.

1-888-BE A MENTOR.

###

# LIVE COPY

FOR IMMEDIATE RELEASE

**To:** KZSU-FM 90.1

**Attention:** Gabriel Bereny, Public Affairs Director

**Contact:** Jessica Niland  
Mentor Recruiter  
If possible, please notify me if this is aired—Thank you!

**Address:** Students In Business, Inc.  
4588 Peralta Blvd., Suite 12  
Fremont, CA 94536

**Telephone:** (510) 795-6178

**Email:** jniland@beamentor.org

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## :30 Seconds

**Make a difference in a student's life – join the growing ranks of mentors!**

THINK BACK TO HIGH SCHOOL.

DID YOU JUST SHUDDER?

IF SO, YOU SHOULD CALL 1-888-BE A MENTOR AND DO YOUR PART TO MAKE A LOCAL HIGH SCHOOL STUDENT'S LIFE A LITTLE MORE BEARABLE.

IT DOESN'T COST ANY MONEY AND THE REWARDS YOU'LL RECEIVE ARE INNUMERABLE. STUDENTS IN BUSINESS MENTORING PROGRAM IS LOOKING FOR CARING ADULT VOLUNTEERS.

BE SOMEONE'S HERO. BE A MENTOR.

1-888-BE A MENTOR FOR MORE INFORMATION.

###

# MENTORS MAKE A DIFFERENCE ... BE ONE!

## ***HELP A YOUNG PERSON:***

- ***ACHIEVE Self-Esteem***
- ***BELIEVE in a Future***
- ***CONFIDENTLY Pursue Dreams***

There's a student in your community who can really benefit from your advice, guidance, and knowledge of the working world and life. It takes just a few hours a month to be a mentor. Let a youth know you care. Help a youth realize that doors can be opened, to see that opportunities are not just for others and demonstrate that there is a place for each youth in our community. **When you give to a youth, you help them learn the joys of giving back!**



## **SIGN UP TODAY AND MAKE A DIFFERENCE**

**Call: 1-888-BE-A-MENTOR (1-888-232-6368) ext. 6175**

**Email: [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org)**

**Or visit our website at: [www.beamentor.org](http://www.beamentor.org)**

**Mentoring opportunities in Fremont, Hayward, Oakland, San Lorenzo**

## **BE A FRIEND TO A YOUNG PERSON...AND HELP THEM FULFILL THEIR DREAMS!**



### Meet Hillary...

Hillary is very bright eleventh grade student who loves to write poetry. She has a very sweet personality, but is having some family problems and would love to have a mentor who could be a friend and someone to talk to. After high school Hillary would like to go to a business college, but her ultimate goal is to receive a four-year college degree. Do you have four to six hours per month to be Hillary's friend and help her focus her career and education decisions?

For more information please call 1-888-BE A  
MENTOR (1-888-232-6368) extension 6175.  
You can also visit our website at [www.beamentor.org](http://www.beamentor.org)



## **SHOW A YOUNG PERSON A WORLD OF OPPORTUNITIES...**

Meet Matt...

Matt is 14 years old. He is very interested in working with computers but he is struggling with math. He also enjoys sports and drawing.

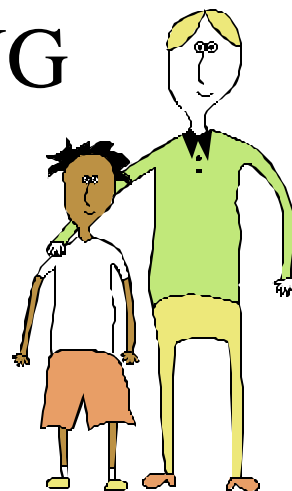
Matt has been waiting a long time for a mentor. Can you help him with math (or help him get help) so he can fulfill his dream? If you are willing to spend 4-6 hours per month as a mentor, please call:

**1-888-BE A MENTOR (1-888-232-6368)  
extension 6175 for more information.**

**Or, visit our website at  
[www.beamentor.org](http://www.beamentor.org)**



# SOMETIMES ALL A YOUNG PERSON NEEDS IS A LITTLE GUIDANCE...



## Meet Mike:

Mike is in the seventh grade. Math and Language Arts are not his favorite subjects. Mike has trouble getting to class on time so he occasionally visits the Vice Principal. Mike would like a mentor who is a good listener and a positive role model to help him make better choices about his friendships and education. Got four to six hours per month to spare?

**Call 1-888-BE A MENTOR (1-888-232-6368) extension 6175 for more information.**  
**Or, visit our website at [www.beamentor.org](http://www.beamentor.org)**

New Year's Flyer – January  
Distributed within companies, organizations communities  
Reprinted in church, HOA, group bulletins



## THIS YEAR, MAKE A RESOLUTION TO MAKE A DIFFERENCE IN THE NEW MILLENNIUM...

- ❖ Be a mentor. Mentors are caring adults who are willing to give just four to six hours per month to a high school student for an academic year. The time can be spent focusing on school work, future career goals, or just being a friend.
- ❖ These one-to-one mentor/student relationships assist students in acquiring confidence, new skills, knowledge and experiences. It also provides them with the opportunity to broaden their views, develop perspective and investigate potential career paths—you'll be impacting the future!
- ❖ Make a New Year's Resolution that will truly make a difference—your resolution will not only change the life of a student, but yours as well!

### BE A MENTOR....TOUCH A YOUNG LIFE!

(Mentor programs in Fremont, Hayward, Oakland,  
and San Lorenzo School Districts)

#### FOR MORE INFORMATION:

CALL: KATHY MORRISON AT  
1-888-BE A MENTOR, or  
510-795-6488, ext. 6175

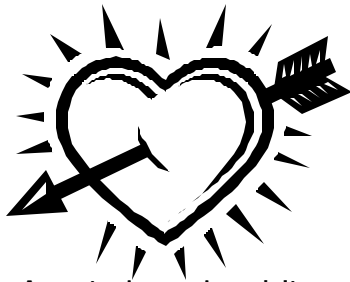
E MAIL: [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org)

VISIT OUR WEB SITE: [www.beamentor.org](http://www.beamentor.org)



Valentine's Day Flyer - February  
Distributed within companies, organizations, communities  
Reprinted in church, HOA, group bulletins

Do  
for



something good  
your heart and  
soul...Be a mentor!



**A mentor is a caring adult age 21 or older , who is willing to share four to six hours per month with a student for one academic year.** The time can be spent focusing on schoolwork, future career goals, or just talking and being a friend.



Mentors help students acquire confidence, new skills, knowledge and experiences. They also provide them with the opportunity to broaden their views, develop perspective and investigate future career paths.



Mentoring will challenge you, make you feel good and make an impact in the life of a young person!



Students In Business, Inc. works with local school districts to find mentors for the Mentor Project. **There are mentoring opportunities within the Fremont, Hayward, San Lorenzo Unified School Districts and Castlemont High School in Oakland.** Call or email to find out how you can touch a life!

#### FOR INFORMATION:

CALL: 1-888-BE A MENTOR

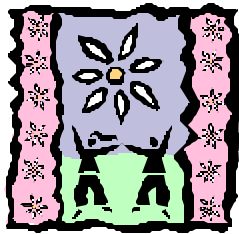
(1-888-232-6368)

EMAIL: [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org)

WEBSITE: [www.beamentor.org](http://www.beamentor.org)



State Farm Flyer



# Touch a life...and renew your spirit!

Spring is a time of renewal and growth...a great time to volunteer to be a mentor to a student who needs some guidance—and to change your life too!

Every young person has potential. As a mentor you can help them achieve the self-confidence and direction necessary to unleash it.

Mentors are caring adults, age 21 or older, willing to spend just four to six hours per month with a student--helping with homework, going to new places, or just talking and listening.

There are mentoring opportunities in **Fremont, Hayward, Oakland, San Lorenzo and San Ramon Valley.**

**CALL TO LEARN MORE ABOUT BEING A MENTOR:**

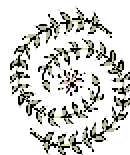
**Kathy Morrison at 510-795-6488, ext. 6175**

**1-888-BE A MENTOR (1-888-232-6368)**

**OR**

**EMAIL: [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org)**

**VISIT OUR WEBSITE: [www.beamentor.org](http://www.beamentor.org)**



FAX CAMPAIGN TO 3,750 CEO'S, OWNERS, ETC.

## BE A MENTOR . . . .TOUCH A LIFE!

*Guide a young person toward a future full of achievement.*

Student Comment, 1998 --

“About a year ago, I started realizing that I was at a point in my life that was totally confusing. Everything around me seemed to be changing. My classes started getting harder, my parents seemed to be getting weirder by the minute.... Then I heard about The Mentoring Program and so I decided to see what it was all about....(My mentor and I) started meeting about twice a week. She helps me work towards the goals that I set for myself.....It seems like now things are really starting to come together. I'm not nearly as confused as I was before. I'm well on my way to being the first person in my family to graduate from college.”

## INTERESTED?

For more information or how your company can be involved:

Call – 1 888 BEAMENTOR (232-6368 ext. 6175)

Visit our website – [www.beamentor.org](http://www.beamentor.org)

Email – [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org)

Students In Business, Inc.

The Mentor Project

# BE A MENTOR PROGRAM

## MENTOR APPLICATION

Confidential Application For Volunteers  
(Please **print** or **type** all information.)

Please complete the following questionnaire:

Name:.....

Birthdate:..... Ethnicity: .....

Marital status:..... Spouse/Partner's name: .....

Number of children and ages:.....

Company Name:..... President:.....

Work Address:..... City/State/Zip: .....

Work Phone: ..... Fax: .....

Current occupation: ..... Hours of employment:.....

Home Address:..... City/State/Zip: .....

Home Phone:..... E-mail:.....

Best time to be contacted: ..... May we call you at work? .....

How did you hear about The Mentor Project? .....

Have you ever been convicted of a crime or are you currently released on bail, or on your own recognizance for any crime?      ☐ Yes      ☐ No

Have you ever been cited for driving under the influence (DUI)?      ☐ Yes      ☐ No

Do you object to our checking with appropriate authorities such as the Department of Justice, Federal Bureau of Investigation and the California Department of Motor Vehicles for matters of public record regarding your background and history? Please indicate with a *yes* or *no* and initial.

.....

Please list the names and **complete** addresses of three unrelated references, one of which is a work reference.  
(References will have known you at least two years and are willing to discuss your character, reputation, and ethics.)

- |                 |             |                |                       |
|-----------------|-------------|----------------|-----------------------|
| 1. Ms./Mr. .... | <b>Name</b> | <b>Address</b> | <b>City/State/Zip</b> |
| 2. Ms./Mr. .... | <b>Name</b> | <b>Address</b> | <b>City/State/Zip</b> |
| 3. Ms./Mr. .... | <b>Name</b> | <b>Address</b> | <b>City/State/Zip</b> |

## MENTOR POLICY AND PROFILE

*The above information is true to the best of my knowledge. I understand that I am not obligated, if called upon, to perform volunteer mentor services herein applied for, and that the agency is not obligated to assign, or actively seek to assign, a student to the applicant. I further agree to allow the staff of Students In Business and the Mentor Project to elicit additional pertinent, personal information as part of the matching process.*

*In the event that I am chosen to mentor a youth, I agree to the commitment and to participate to the best of my ability. I will honor confidential information regarding my student. I will be free of the influence of alcohol or illegal drugs when with students on or off school grounds. I will inform the Project Coordinator of any changes in my address and/or phone numbers. I will inform the Project Coordinator in advance should I choose to stop volunteering.*

Mentor Signature ..... Date .....

**\*PLEASE PROVIDE A COPY OF YOUR DRIVER'S LICENSE AND PROOF OF AUTO INSURANCE.**

Auto Insurance Carrier:..... Exp. Date:.....

<b>Please check the community (s) where you would be willing to serve a student (please select 1st and 2nd choice).</b>	
<u>1<sup>st</sup> Choice</u>  Fremont _____ Hayward _____ San Lorenzo _____ Oakland _____	<u>2<sup>nd</sup> Choice</u>  Fremont _____ Hayward _____ San Lorenzo _____ Oakland _____

Do you know someone else who might be interested in being a mentor?

Name: .....

Address:..... Phone .....

***Please return to:***  
***Kathy Morrison, Mentor Services Manager, Students In Business, 4588 Peralta Blvd., Suite 17, Fremont, CA 94536, (510) 795-6488 ext. 6175 or FAX to (510) 795-6498***

Students In Business does not discriminate on the basis of race, creed, educational level, physical disability, age, gender, sexual orientation, or marital status.

Date

Name

Address

City, State Zip

Dear Mentor Name:

The Be A Mentor Program, in collaboration with Students In Business, Inc., would like to express our appreciation for your support and interest in our program. We thank you for taking the initial steps in becoming a mentor. Your application has been received. In order to facilitate your own participation in the program, we would appreciate your timely attendance to the completion of the application process.

We have you scheduled to attend the training on «**TRAINDATE**». We look forward to meeting you then. If you have not yet selected a training date, please select one as soon as possible. ***We would appreciate our volunteers scheduling both TB testing and fingerprinting before attending a training, however, you may attend a training prior to completing these tasks.*** You can also take advantage of registering for a training online by visiting our website at [www.beamentor.org](http://www.beamentor.org). We understand these tasks may be an inconvenience, so SIB is doing its best to make them as easy as possible. We hope the enclosed information will facilitate the accomplishment of these requirements.

The following information is needed from you as soon as possible:

- \_\_\_ Copy of Driver's License
- \_\_\_ Copy of Proof of Auto Insurance
- \_\_\_ Names and complete addresses of three unrelated references, one of which is a work reference
- \_\_\_ Copy of TB test/chest x-ray results

Please direct all information and questions to **Kathy Morrison**, Mentor Services Manager. Contact her by:

Phone: (510) 795-6488 x6175  
Fax: (510) 795-6498  
E-mail: [kmorrison@beamentor.org](mailto:kmorrison@beamentor.org)

Thank you for your cooperation,

Kathy Morrison  
Mentor Services Manager



## Fingerprinting

Volunteer mentors are required to undergo the same criminal and health checks that school employees are subject to prior to employment. *Volunteers will not advance to the interview stage before being matched with a student until Students In Business, Inc. has received the results of your criminal record check.\** If you are anxious to get started mentoring, please arrange for fingerprinting as soon as possible before attending a training.

1. Complete the enclosed "Request for Live Scan Service" form (yellow highlighted areas only).
2. Schedule an appointment at one of the following Live Scan Agency's for fingerprinting. **(Please note that all locations are by appointment only)**
3. Bring with you to your appointment the completed "Request for Live Scan Service" form, a valid ID and a money order, cashier's check or personal check for the required fee.

Alameda County Office of Education  
313 W. Winton  
Hayward, 94544  
\$15.00 fee\*\*

(510) 670-7711

Oakland Unified School District  
1025 Second Avenue  
Oakland, 94606  
\$20.00 fee \*\***(MONEY ORDER OR CASHIER'S CHECK ONLY)**

Mon-Fri  
9:00 am-12:00 pm  
(510) 879-8366

Santa Clara County Sheriff's Dept.  
55 W. Younger Ave. (Room 371 & 372)  
San Jose, CA 95110  
\$12.00 fee\*\***(CASH/MONEY ORDERS/CASHIERS CHECKS ONLY)**

Mon-Fri  
7:00 am-4:30 pm  
(408)299-2217

San Francisco Police Dept.  
850 Bryant Street, Rm. 475  
San Francisco, CA 94103  
\$14.00 fee\*\* **(CASH/MONEY ORDER/VISA/CHECK)**

Mon-Sat  
9:00 am-5:00 pm  
(800) 315-4507

\*Volunteers must also provide a copy of their drivers license, proof of auto insurance, results of a TB test or chest x-ray, and three references (one work related).

\*\* If you would like to be reimbursed for this fee, please return the enclosed reimbursement request card. If not, we sincerely thank you for your contribution.

Administration Building  
651 Pine Street  
Martinez, CA  
\$20.00 fee\*\* **(CASH OR CHECK ONLY)**

Mon.-Fri.  
7:15 am-4:15pm  
(925) 646-1117

County Office of Education  
177 Santa Barbara Rd.  
Pleasant Hill, CA  
\$20.00 fee\*\* **(CASH OR CHECK ONLY)**

Wednesday  
1:00pm-4:30pm  
(925) 646-1117

San Ramon Police Dept.  
2220 Camino Ramon  
San Ramon, CA  
\$10.00 fee\*\* **(CASH OR CHECK ONLY)**

Mon.-Fri.  
12:00pm-1:30pm  
(925) 973-2700

Pleasanton Unified School District Office  
4750 First Street  
Pleasanton, CA 94566

Mon-Fri  
7:00am-11:30am  
1:00pm-3:30pm  
(925)462-5500

\$10.00 fee\*\* **(CASH/CASHIER'S CHECK/MONEY ORDER ONLY)**

\*Volunteers must also provide a copy of their drivers license, proof of auto insurance, results of a TB test or chest x-ray, and three references (one work related).

\*\* If you would like to be reimbursed for this fee, please return the enclosed reimbursement request card. If not, we sincerely thank you for your contribution.

## The Be A Mentor Program TB Testing Information

Before becoming a mentor, volunteers must get a TB test or chest x-ray. If you have had a TB test within the last four years, it is still valid, and we need only to receive a copy of the results. TB testing involves the test and the reading, (which occurs 48 to 72 hours later).\*\* You can, of course, use your own physician or HMO to obtain a TB test, however the following locations are available for drop-in testing:

### ***Oakland***

Eastern Health Center  
2449 88<sup>th</sup> Avenue  
(510) 577-5668  
Tests are done Fridays 1-3 pm  
**\*Fee is \$20.00\***

### ***San Leandro***

Alameda County Medical Center  
Fairmont Hospital Campus  
15400 Foothill Blvd.  
(510) 667-3215  
Tests are done Mon., Tues., & Fri.  
8:30 am to 11:30 am.  
**\*Fee is \$20.00\***

### ***Concord***

Public Health Clinic  
2355 Stanwell Circle  
(925) 646-5275  
Tests are done Mon.- Thurs. from  
9-11 am and on Friday 2-4 pm.  
**\*Fee is \$10.00\***

### ***Pleasanton***

Valley Community Health Center  
4361 Railroad Avenue  
(925) 462-1755  
Tests are done Mon., Wed., & Fri.  
From 9-11 am and 1-4 pm.  
**\*Fee is \$12.00\***

### ***Hayward***

Hayward Community Health Center  
224 W. Winton Ave., Ste.113  
(510) 670-5300.  
Tests are done by appointment only.  
**\*Fee is \$20.00\***

### ***Newark***

Newark Health Center  
6066 Civic Terrace Ave.  
(510) 795-2414  
Test done all day, every day except for  
Thursday.  
**\*Fee is \$20.00\***

### ***Fremont***

Washington Clinic  
2500 Mowry Ave., Ste.212  
(510) 791-0957  
Test done by appointment only.  
**\* There is no fee if you let them know you  
are with the Fremont Mentor Project.\***

**Please have this procedure done as soon as possible.**

\*You will be given a verification paper after your test is read. Please mail or fax verification papers to:

Kathy Morrison, Mentor Services Manager  
c/o Students In Business, Inc.  
4588 Peralta Blvd., Ste.17  
Fremont, CA 94536

**Phone:** (510) 795-6488 x 6175

**Fax:** (510) 795-6498

\*\* You may choose to have a chest x-ray instead of a skin test. Should you choose this option, please mail or fax us your physician's letter verifying that the x-ray shows no sign of TB. If you need information regarding a chest x-ray, please call Kathy Morrison at (510)795-6488 x 6175, or email at kmorrison@beamentor.org\*\*

## **THE BE A MENTOR PROGRAM Training Schedule**

Please check the following mentor training session you will be attending. It is *mandatory* that you attend an initial mentor training before advancing to the interview stage. **Please fax return this registration to (510) 795-6498 once you have selected a date or visit [www.beamentor.org](http://www.beamentor.org) to reserve a space online.** If you are subsequently unable to attend, please contact Kathy Morrison at (510) 795-6488 X6175 so that we may reassign you to an alternate date as soon as possible. Please visit our website or call Kathy for future training dates. If you HAVE NOT SUBMITTED AN APPLICATION and want to attend a training, please call and reserve a spot or register online.

***Fremont***  
***Saturday Mornings***  
***9:00-11:30 a.m***  
***Kaiser Permanente***  
***39400 Paseo Padre Parkway***  
***Fremont - Hospital Bldg.***  
***Conference Room 1EC***

***Hayward***  
***Saturday Mornings***  
***9:00 - 11:30 a.m.***  
***Kaiser Permanente***  
***37300 Sleepy Hollow***  
***Hayward - Sleepy Hollow Bldg.***

September 7  
November 2

October 5

**Please RSVP which training you will attend!!**  
**If a training is full or canceled, you will be notified by phone.**

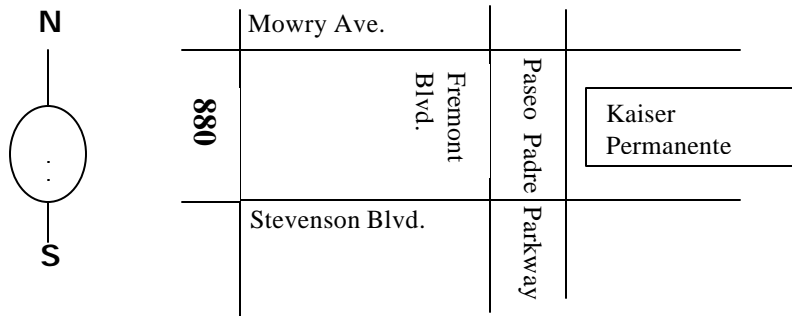
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Your Name/Daytime Phone

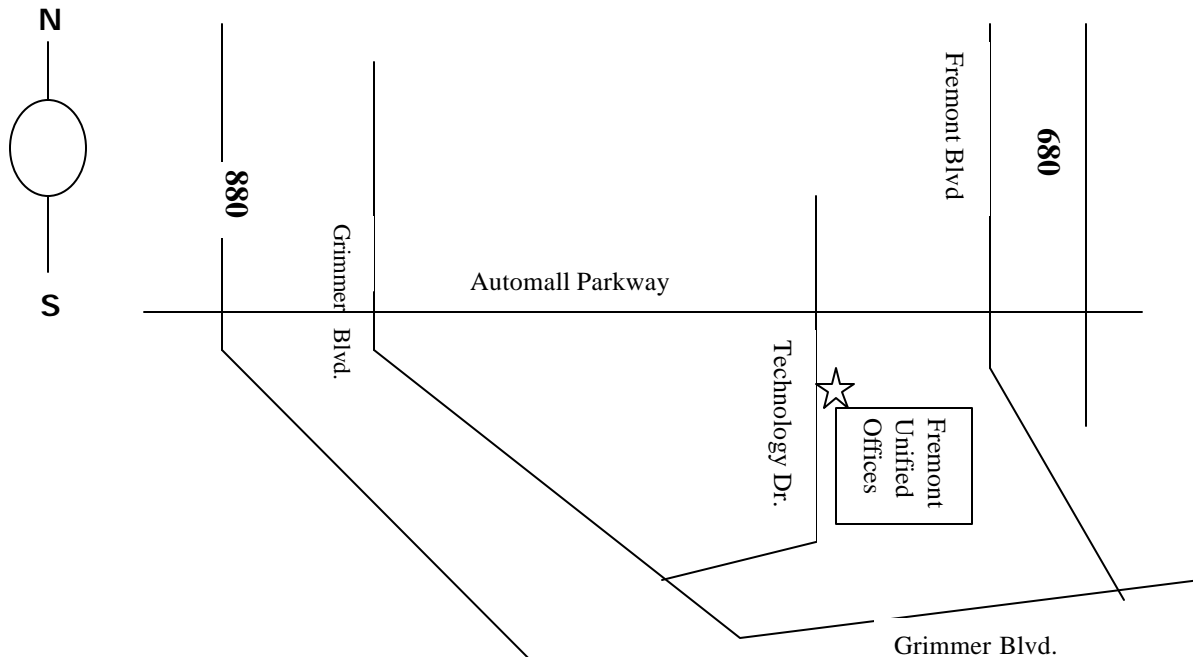
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Training Date

Map to Kaiser Permanente, 39400 Paseo Padre Parkway, Fremont (Room # 1EC in the Hospital building is between the Niles & Embarcadero Buildings, go through double doors of the Hospital Building, go to the left, and follow the signs)

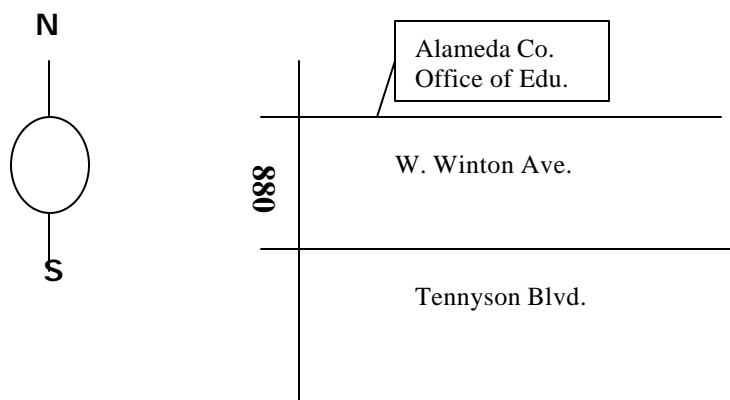


Map to Fremont Unified School District Office, 4210 Technology Drive, Fremont



Map to Alameda County Office of Education, 313 W.

Winton Ave



Map to Kaiser Permanente in Hayward and map of Conference Room locations for the Mentor Trainings.

February 22, 2000

«FirstName» «LastName»  
«Address1»  
«City», «State» «PostalCode»

Dear «FirstName»:

«MentorName» has given your name as a reference. We ask that you please complete the attached questionnaire and return it to our agency so we may consider this applicant as a mentor for our program.

The Be A Mentor Program operates in collaboration with Students In Business (a non-profit organization) in Fremont, California and our goal is to match appropriate adults with high school-aged students. Furthermore, our program provides all students—those college-bound and those at-risk of dropping out of school—with positive adult role models for academic guidance and career exploration.

Your honest reference can help us effectively screen and choose an appropriate role model for our program. Your reference information is completely confidential. Please return the questionnaire at your earliest convenience to:

Kathy Morrison  
Students In Business  
4588 Peralta Blvd., Suite 17  
Fremont, CA 94536  
OR Fax to 510 795-6498

Thank you in advance and should you have any questions please do not hesitate to contact me at 510 795-6488 ext.6175.

Sincerely,

Kathy Morrison  
Mentor Services Manager

Enclosure

Oakland  
San Lorenzo  
Hayward  
Fremont

## ***THE BE A MENTOR PROGRAM***

### **Confidential Volunteer Reference**

(Please use reverse side if necessary)

1. I have known \_\_\_\_\_ for \_\_\_\_\_ years/months.
2. During this time, s/he has been my neighbor, pupil, classmate, friend, employee, \_\_\_\_\_ other \_\_\_\_\_ (circle one).
3. The Be A Mentor Program deals with some low-income, single-parent families, many of whom have a variety of problems. Do you think that this person is flexible enough to deal with families whose lifestyles may be radically different from his/her own? Please explain.
4. Dependability is one the most important traits of a successful mentor. A mentor must be able to keep appointments, make a 1-year commitment to a youth (ages 14-21), and be mature enough to cope with a youth's special needs. Do you feel that this person is capable of making such a commitment to a youth? Please explain.
5. Please comment on other characteristics that you feel qualify this person to become a mentor.
6. Do you have any reservations about recommending this person for The Be A Mentor Program? If so, please explain.
7. Please indicate how strongly you would recommend this person:

Very Strongly      Strongly      Noncommittally      Do not recommend

Your Name \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_

Your Signature \_\_\_\_\_

\_\_\_\_\_ I would be interested in receiving further information about being a mentor. Please give me a call.

\_\_\_\_\_ Call me to arrange a presentation at my company to discuss mentoring.

*Please fax or mail to:*  
**Kathy Morrison, Mentor Services Manager**  
**Students In Business, Inc.**  
**4588 Peralta Blvd., Ste. 17, Fremont, CA 94536**  
**Fax 510-795-6498 Phone 510-795-6488 x 6175**

## Mentor Questionnaire

The purpose of this questionnaire is to provide the Mentor Coordinator with a more detailed profile of you and your interests. This profile, along with your application and interview, are used by the Mentor Coordinator to best match you with a student. All elements of your profile are kept in the strictest of confidence. Thank you for taking the time to complete this questionnaire.

Name \_\_\_\_\_

Education \_\_\_\_\_ Other education \_\_\_\_\_  
\_\_\_\_\_

Work history (please include a brief description of responsibilities):

Title/Description/Date \_\_\_\_\_  
\_\_\_\_\_

Title/Description/Date \_\_\_\_\_  
\_\_\_\_\_

Title/Description/Date \_\_\_\_\_  
\_\_\_\_\_

Have you ever worked with young people before? If so, please describe: \_\_\_\_\_  
\_\_\_\_\_

If you have participated in a mentoring program before, what agency, city, state, and when? \_\_\_\_\_  
\_\_\_\_\_

What job skills can you share with a youth? \_\_\_\_\_  
\_\_\_\_\_

What hobbies can you share with a youth? \_\_\_\_\_  
\_\_\_\_\_



Can you commit to spending a minimum of 4-6 hours per month for one year with a student? \_\_\_\_\_

Do you anticipate any changes in the next year that may interfere with your ability to meet your commitment as a mentor such as marriage, childbirth, new job, moving? If yes, please explain:

---

---

Are you bilingual? If so, what languages? \_\_\_\_\_

Please provide any additional information that you feel would help us match you with a youth:

---

---

---

**Please fax or mail back to Kathy Morrison, Mentor Services Manager at:**

**Students In Business, Inc.  
4588 Peralta Blvd., Ste. 17  
Fremont, CA 94536  
Fax: (510) 795-6498  
Phone: (510) 795-6488 x 6175  
Email: kmorrison@beamentor.org**

## THE BE A MENTOR PROGRAM

### MENTOR REFERRAL FORM

Students In Business, Inc. (SIB) is referring the following prospective mentor for your approval. As per the Memorandum of Understanding between SIB and your school district, school district personnel will decide whether or not to accept a referral from SIB and match the referral with a student.

In order to make your decision SIB suggests that you review the enclosed objective data collected regarding the referral and conduct a personal interview to form a subjective opinion.

If you have any questions regarding your process in approving or accepting a prospective mentor referred by SIB, please contact your principal or the school district person responsible for the Mentor Project.

Name:

Application Date:

TB Screening Date:

DOJ Clearance Date:

Drivers Lic Exp Date:

Insurance Exp Date:

Insurance Carrier:

Training:

Comments:

SIB has also obtained personal references for the above-mentioned person. You can view the personal references and Mentor Questionnaire on the Main Page under Download Mentor's Files. If you have any questions in regards to this Mentor's personal references or Mentor Questionnaire, please contact Kathy Morrison at (510)795-6488 x6175. Thank you.

**Students In Business, Inc.**  
**4588 Peralta Blvd., Ste.17**  
**Fremont, CA 94536**  
**Phone: (510) 795-6488**  
**Fax: (510) 795-6498**  
[www.beamentor.org](http://www.beamentor.org)

APPROVED BY:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Date

Mentor Name  
Address  
City, State Zip

Dear Friend of the Be A Mentor Program,

**Congratulations! *You have successfully completed the preliminary screening requirements for volunteer mentor applicants.*** We commend you for your follow-through, perseverance, and patience. We know this process is arduous and we are sure you will agree that it is necessary to assure the safety and well being of the students.

The remaining step in the screening process is for you to have an interview with a coordinator before matching. After the interview, the coordinator may determine that he or she does not have a match for you. This decision in no way reflects upon your personal qualifications. Your personal profile will be available to all Project Coordinators within your city of choice, therefore if one coordinator does not have a suitable match for you; there will be other possibilities. You may also contact any of the Project Coordinators if you have any questions, or if you have not been contacted. You have been referred to the following coordinators:

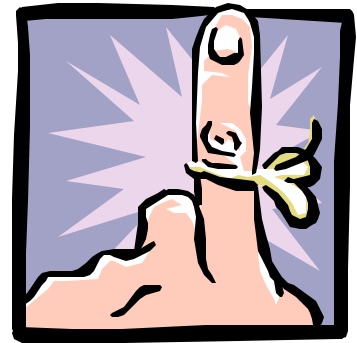
Merri Blum:	<a href="mailto:mblum@beamentor.net">mblum@beamentor.net</a>	(Mission San Jose High School)
Meg Moore:	<a href="mailto:mmoore@beamentor.net">mmoore@beamentor.net</a>	(Robertson High School)
Barbara Lanam:	<a href="mailto:blanam@fremont.k12.ca.us">blanam@fremont.k12.ca.us</a>	(Kennedy High School)
Carol Brahmst	<a href="mailto:cbrahmst@mail.fremont.k12.ca.us">cbrahmst@mail.fremont.k12.ca.us</a>	(Washington High School)
Cary Tremewan	<a href="mailto:ctremewan@mail.fremont.k12.ca.us">ctremewan@mail.fremont.k12.ca.us</a>	(Washington High School)

Your continual communication and feedback is important to us. Please give us a call as soon as your interview is scheduled. **We would like to hear from you if you HAVE NOT been scheduled for an interview within 20 days of receiving this letter.** We would also like to hear from you after you have been interviewed. Please feel free to contact us should you have any questions regarding this letter. You may contact me via phone, fax, or email.

Best wishes to you in your journey ahead. Thank you again for volunteering to serve a student and for your continued support of The Be A Mentor Program!

Most sincerely,

Kathy Morrison  
Mentor Services Manager  
(510)795-6488 x 6175  
kmorrison@beamentor.org



## Just a Reminder!

We are quickly approaching the end of the school year! Our teacher coordinators will continue to make matches until May 1, 2000. If you are interested in becoming a mentor this year, we encourage you to complete the application process as soon as possible.

**\*\*THE ITEMS THAT ARE HIGHLIGHTED BELOW ARE THOSE THAT YOU STILL NEED TO COMPLETE. IF YOU HAVE NOT SELECTED A TRAINING DATE YET, PLEASE DO SO AS SOON AS POSSIBLE. PLEASE NOTE THAT OUR LAST TRAINING DATE WILL BE IN MAY. OUR TRAINING SCHEDULE IS AVAILABLE ONLINE AT [WWW.BEAMENTOR.ORG](http://WWW.BEAMENTOR.ORG).\*\***

MENTOR TRAINING

COPY OF DRIVER'S LICENSE

TB TEST

COPY OF AUTO INSURANCE

REFERENCES

FINGERPRINTING

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

We understand that this process may cause some inconvenience to you, so we are trying to help in every possible way. If you have any questions or concerns, please feel free to contact Kathy Morrison at (510) 795-6488 x 6175. Thank you for your cooperation, we look forward to working with you!!

## You're Almost There!



We are quickly approaching the end of the school year! Our teacher coordinators will continue to make matches until May 1, 2000. If you are interested in becoming a mentor this year, we encourage you to complete the application process as soon as possible.

**\*\*THE ITEMS THAT ARE HIGHLIGHTED BELOW ARE THOSE THAT YOU STILL NEED TO COMPLETE. IF YOU HAVE NOT SELECTED A TRAINING DATE YET, PLEASE DO SO AS SOON AS POSSIBLE. PLEASE NOTE THAT OUR LAST TRAINING DATE WILL BE IN MAY. OUR TRAINING SCHEDULE IS AVAILABLE ONLINE AT [WWW.BEAMENTOR.ORG](http://WWW.BEAMENTOR.ORG).\*\***

MENTOR TRAINING

COPY OF DRIVER'S LICENSE

TB TEST

COPY OF AUTO INSURANCE

REFERENCES

FINGERPRINTING

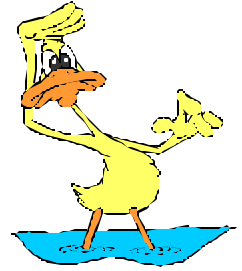
1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

We understand that this process may cause some inconvenience to you, so we are trying to help in every possible way. If you have any questions or concerns, please feel free to contact Kathy Morrison at (510) 795-6488 x 6175. Thank you for your cooperation, we look forward to working with you!!

## ARE YOU MISSING?



**We haven't heard from you in a while, and we would like to know if you are still interested in becoming a Mentor for our organization. Please complete the following information and send it back in the enclosed self-addressed stamped envelope.**

**\*\*THIS WILL BE THE LAST TIME THAT WE WILL CONTACT YOU. IF WE DO NOT RECEIVE THIS FORM BACK WITHIN 30 DAYS, WE WILL CONSIDER THAT YOU ARE NO LONGER INTERESTED IN OUR PROGRAM AND YOU WILL THEN BE REMOVED FROM OUR DATABASE\*\***

Are you still interested in becoming a Mentor? If no, please explain: \_\_\_\_\_

If you are still interested, please look on the back of this form for the items that you still need to complete.

If you are still interested, but can not Mentor at this time, when would you like to be contacted again to become a Mentor? \_\_\_\_\_

THANK YOU FOR YOUR TIME AND SUPPORT, AND WE LOOK FORWARD TO HEARING FROM YOU. IF YOU HAVE ANY QUESTIONS OR CONCERNS PLEASE CONTACT KATHY MORRISON AT (510)795-6488 X 6175!!

YOU STILL NEED TO COMPLETE THE FOLLOWING ITEMS BEFORE WE CAN  
REFER YOU TO A TEACHER COORDINATOR:

MENTOR TRAINING

\_\_\_\_\_

COPY OF DRIVER'S LICENSE

TB TEST

COPY OF AUTO INSURANCE

REFERENCES

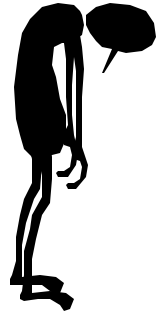
1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

FINGERPRINTING

If you have any questions regarding any of these items, please call Kathy Morrison at  
(510)795-6488 x 6175.



## **SORRY TO LOSE YOU!**

Since you have been unable to complete all the requirements to become a Mentor, we assume that you are not interested at this time and we are therefore transferring your data to an inactive file. We will, however, keep a file copy of your application and any other information that we have received from you. If you decide at a later time that you would like to become a Mentor, we will be pleased to reopen your file. However, depending upon the amount of time lapsed, you may need to reapply. Should you decide to volunteer for our program at a later point in time, please contact Kathy Morrison at (510)795-6488 x 6175. Thank you for your support of our program and we look forward to hearing from you in the future.

Sincerely,

Kathy Morrison  
Mentor Services Manager  
(510)795-6488 x 6175  
Fax (510)795-6498  
kmorrison@beamentor.org  
www.beamentor.org



### **Sample Letter to Counselors**

**TO:** FUSD High School Counselors

**FROM:** **Mentor Coordinator**

**SUBJECT: RECRUITING INTERESTED STUDENTS**

We are looking to recruit 30 high school students, preferably freshman and sophomores, who could profit from a caring relationship with one of our adult mentor volunteers from the Fremont community. Again, we are asking for your help in recruiting. You are an invaluable piece of the chain that links us up with kids who are in need of this kind of relationship.

In addition to once again enlisting your help, the district office has suggested that we “publicize” the Fremont Mentor Project in the daily bulletins at each high school. Therefore, could you please see to it that this paragraph gets into your daily bulletin each day for one school week, perhaps beginning on September 8 and continuing through the next Tuesday, September 15: (or any other dates/info you feel advisable; please feel free to change this):

“Concerned about your future? Feel that your grades could be better? Don’t know what’s in store for you after high school? Just need someone to talk to? Let’s talk MENTORING. Contact your counselor to find out about an informational meeting to be held at school this month. At that meeting, you can find out more about how to have a caring adult ‘mentor’ in your life during this school year.”

I will call you in a couple of weeks to schedule this informational meeting for any interested students you may have; we will hold the meeting at lunch or after school, whichever you advise. At this meeting, we will inform them as to what the project entails and take their applications if, at that time, they are interested. Thanks for your help!

## **Sample Bulletin Announcement**

### **Announcement for bulletin on Wednesday, October 6:**

**Have you heard about The Mentor Project? A mentor can give a student support while providing college information, helping with homework, and career exploration. They are also great listeners that enjoy exploring new ideas and new places with a student. Apply for your own personal mentor TODAY! See your counselor for details.**



Frustrated with school and homework?



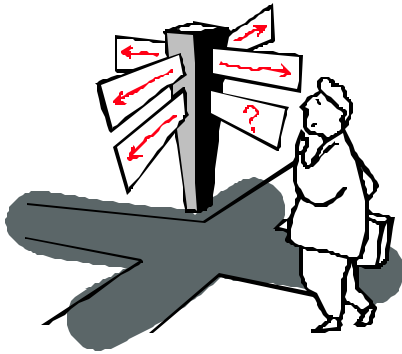
Feel like breaking something?



Don't wait until you're ready to explode!

**GET A MENTOR.**

**(Ask your counselor how)**



Not sure what to do after high school?

Wondering what college has to offer you?

Talk to someone who's been there.

\*Get a Mentor.  
(Ask your counselor for details)



Do you have anyone who  
listens to you?



Could you use a friend?

**GET A MENTOR!**

**SEE YOUR COUNSELOR FOR  
DETAILS.**

# Who is Tiger Woods' Mentor?

(Hint: Not his Mother or his Father)



Ask your counselor for the answer...

### *Student Interview Questions*

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

Briefly tell me a little about your history, focusing on significant events that have shaped your character/personality.

---

---

---

Tell me about your dreams for your future. \_\_\_\_\_

---

What do you do well in school? \_\_\_\_\_

---

Describe your relationship with your parents. \_\_\_\_\_

---

Who is the person in your life to whom you are the closest? \_\_\_\_\_

What would this person say about your personality? \_\_\_\_\_

What motivates you? \_\_\_\_\_

---

When I say the word *mentor*, what comes to mind? \_\_\_\_\_

---

Do you have any mentors in your life? \_\_\_\_\_

Why do you want a mentor?(academic help, career exploration assistance, friendship, etc.) \_\_\_\_\_

---

How willing are you to get to know your mentor and sharing your personal values with him/her? \_\_\_\_\_

---

How do you feel about possible ethnic, religious, and/or racial differences between you and the mentor you could be matched with? \_\_\_\_\_

How do you feel about the age of your mentor? \_\_\_\_\_

If matched with a mentor, how will you seek support for your relationship if you need it? \_\_\_\_\_

---

Can you commit to building a relationship with your mentor for at least 60 days before terminating it? \_\_\_\_\_

What area of your life would you like to improve? \_\_\_\_\_

---

What do you like to do in your spare time? \_\_\_\_\_

Do you have any transportation problems that might prevent you from meeting with your mentor? \_\_\_\_\_

On a scale of 1-5, how much do you want a mentor? \_\_\_\_\_

### *Mentor Interview Questions*

Date of Interview \_\_\_\_\_ Name \_\_\_\_\_

Briefly tell me a little bit about your history, focusing on significant events that have shaped your character/personality.

\_\_\_\_\_  
\_\_\_\_\_

What did you do well in at school? \_\_\_\_\_

Describe your relationship with your parents. \_\_\_\_\_

\_\_\_\_\_

Who is the person in your life that you are closest to? \_\_\_\_\_

How would this person describe your personality? \_\_\_\_\_

\_\_\_\_\_

What motivates you? \_\_\_\_\_

Did you ever have a mentor and do you have any mentors in your life right now? \_\_\_\_\_

How open are you to sharing your personal values and learning about the differences in values of your student?

\_\_\_\_\_

How do you feel about possible ethnic, religious, and/or racial differences between you and the student you could be matched with? \_\_\_\_\_

\_\_\_\_\_

Why do you want to be a mentor? \_\_\_\_\_

Do you understand the commitment involved and realistically believe that you can meet this commitment? \_\_\_\_\_

\_\_\_\_\_

Do you think you understand and can explain in your own words the role of the mentor in this relationship? \_\_\_\_\_

\_\_\_\_\_

What expectations do you have about the relationship you may have with your student? \_\_\_\_\_

\_\_\_\_\_

If matched, how will you seek support for your relationship if you need it? \_\_\_\_\_

\_\_\_\_\_

Do you have any doubts or concerns about being a mentor? \_\_\_\_\_

\_\_\_\_\_

Would you like to ask me anything about the project? \_\_\_\_\_

\_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_



*Student Match-up Profile Sheet*

Your Student is:

(Student Name)

(ADDRESS)

(PHONE NUMBER)

BIRTHDATE:

COUNSELOR: (COUNSELOR PHONE)

YEAR IN SCHOOL:

PARENT(S) OR GUARDIAN:

Career Interest(s): Radio, DJ

Hobbies/Outside Activities: Has a job at Hollywood Video, enjoys listening to rock music, and spending time with friends.

Other Information: Parents divorced. Spent early years with an abusive father. Lives with mother. Describes himself as friendly and social, "gentler than I look."

WHEN ASKED WHAT DID THE WORD MENTOR MEAN TO HIM, RESPONDED:  
"Someone I can talk to who won't judge me."

***Mentor Match-up Profile Sheet***

**Your Mentor Is:**

**(Mentor Name)**

She is a self-employed, part-time Change Management Consultant. She works with clients wanting a career change or personal growth. She is also a Certified Mediator and a Certified Hypnotherapist. She has worked with computers for 20 years. She was an usherette in high school in an all girls drum & bugle corp. She loves to hike!

**WHY DOES SHE WANT TO BE A MENTOR?**

“It gives me the opportunity to provide the guidance of acceptance-of-self and understanding-of-self at an earlier stage in life.”

**HER BIRTHDATE IS 6/2.**

## **BUILDING RELATIONSHIPS**

### **STAGE 1: GETTING TO KNOW YOU**

The beginning of any new relationship can be awkward for you. We don't know what to expect, although we certainly have expectations or a set of preconceived notions. We either have ideas about the other person, either from stereotypes or from things that we've heard about people with similar circumstances, or we have ideas from our own experiences about how relationships work.

As you are preparing to enter the mentor/student relationship, you will probably be both somewhat apprehensive and a little excited about the adventure to follow. Here are some things to keep in mind as you begin your journey.

1. **You will both be nervous.** You will each feel as though you are expected to perform in a particular way or to achieve a particular goal or set of goals. You are each likely to feel as though you are a title, Mentor or Student, rather than a person. You will also be wondering what the other person expects from you.
2. **You are both valuable to the relationship.** Although it is true that both participants will be working to help the student reach his or her goal, the student and the mentor are on equal footing within the relationship. You each bring a unique set of experiences and knowledge to the relationship. Together, you have a much wider perspective and a greater set of resources with which to work than either of you had on your own.
3. **You do not yet trust each other.** Trust comes from a sense of comfort with another person, and comfort comes from repeated experience. Trust is developed over time, once we have a good idea of who the other person is, what he or she values, how he or she responds in particular situations, and how he or she feels about us.
4. **Keep a positive outlook.** This relationship is new for both of you. There will be all kinds of new experiences that arise because you are in this new relationship. If you look for the positive aspects of situations as they occur, you will keep yourself and your partner moving forward.

## Our Mentoring Agreement

We are voluntarily entering into a mentoring relationship which we expect to benefit both of us. We want this to be a mutually rewarding experience with most of our time together spent in development activities revolving around the student's goals outlined in "Our Mentoring Plan". We note the following features of our relationship:

### Frequency of Meetings

- How often will we meet? \_\_\_\_\_
- Day(s) of the week: \_\_\_\_\_
- Where will we meet? \_\_\_\_\_
- How long will our meetings last? \_\_\_\_\_

### Best Time to Call/Page

- At work: \_\_\_\_\_
- At home: \_\_\_\_\_
- At school: \_\_\_\_\_

### Specific Role of the Mentor

(Model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.)

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---

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### Specific Role of the Student

As a willing participant in the Mentor Project, I commit to working with my mentor throughout the program, attending all scheduled meetings with my mentor, and communicating with my mentor weekly. Emergencies happen, so if I am unable to keep a meeting date, an advance call will be made to my mentor to reschedule. I will develop personal goals and be open to coaching and feedback from my mentor. Other role? \_\_\_\_\_

### Confidentiality

Nothing that the student tells the mentor will be discussed with *anyone* except the Mentor Coordinator. If the mentor feels it is important to involve another adult, it will be discussed first with the student. If there is threat of physical harm to the student or to others, the mentor must break confidentiality to seek protection for the endangered individual.

### No-fault Conclusion

We agree to a *no-fault* conclusion of this relationship if, for any reason, it seems appropriate. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss this decision with the Mentor Project Coordinator before terminating the relationship.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Mentor Coordinator \_\_\_\_\_ School \_\_\_\_\_

Home Phone# \_\_\_\_\_

Work Phone# \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Exhibit 43

## Getting To Know You

1. What do you like most about school?
2. What do you like least about school?
3. What class is most challenging for you?
4. What is your favorite class?
5. What school subjects do you do well in?
6. What do you need extra help with in school?
7. If you could change anything about yourself, what would it be?
8. When you don't do as well in school as you can, it is usually because...
9. When you have leisure time, what do you like to do?
10. What career are you most interested in?
11. Do you take outside lessons or classes of any kind?
12. Do you have any pets?
13. What is your favorite:
  - Food
  - Place
  - Sport
  - Indoor activity
14. Who is your favorite:
  - Friend
  - Relative
  - Movie Star
  - Hero/Heroine
15. Complete this sentence:  
  
Happiness is...

## Getting To Know You

1. What do you like most about your job?
2. What do you like least about your job?
3. What work activity is most challenging for you?
4. What is your favorite work activity?
5. What work-related skills are you good at?
6. What work-related skills would you like to learn more about?
7. If you could change anything about yourself, what would it be?
8. When you have a bad day at work, it is usually because...
9. When you have leisure time, what do you like to do?
10. What other career(s) are you interested in?
11. Do you take outside lessons or classes of any kind?
12. Do you have any pets?
13. What is your favorite:
  - Food
  - Place
  - Sport
  - Indoor Activity
14. Who is your favorite:
  - Friend
  - Relative
  - Movie Star
  - Hero/Heroine
15. Complete this sentence:  
  
Happiness is...

## **Seek & Find**

- 1. Someone with a birthday in January, February, or March**
- 2. Someone who was born in another country**
- 3. Someone who has children**
- 4. Someone of the opposite sex**
- 5. Someone with a birthday in April, May, or June**
- 6. Someone who speaks another language**
- 7. Someone who owns a pet**
- 8. Someone who likes the Oakland Raiders**
- 9. Someone with a birthday in July, August, or September**
- 10. Someone who plays a musical instrument**
- 11. Someone who listens to FM104.5 KFOG**
- 12. Someone with a tattoo**
- 13. Someone with a birthday in October, November, or December**
- 14. Someone who draws, paints, or writes poetry**



## Setting Goals

- When students and mentors arrive, have them break into groups and develop their own definition for the word “goal”. Each group will develop one definition.
- Groups share their definition to develop one definition.
- Write the dictionary definition on the board.

Discuss goal setting and why it is important. Have mentors share examples of goals they have set and achieved. Explain the difference between short and long-term goals. Have students share any goals they may have set that morning that would be completed today (short-term). Have them do the same for any they may have set that would be completed by the end of the year (long-term).

Discuss the “Our Mentoring Plan” activity with students and mentors. Have the students develop three goals to be attained by the end of the current semester. Stress the idea that these goals should be realistic, achievable, and time bound. Mentors may suggest ideas to the students if they are having difficulty, but the goals and action plans should come from the students.

## OUR MENTORING PLAN



<b>Academic Goal</b>	<b>Student Action Steps</b>	<b>Mentor Action Steps</b>	<b>Dates Completed</b>
Improve study habits.	1. With mentor develop a study plan. Include: a. When will I study b. Where will I study c. How long will I study 2. Share homework w/mentor weekly. 3. Discuss resources with mentor.	1. With student develop a study plan. Include: a. When b. Where c. How long 2. Discuss homework w/student weekly. 3. Discuss resources with student (such as library, tutoring possibilities, internet, etc.).	
<b>Personal Goal</b>			
Improve relationship with parents.			
<b>Career Exploration Goal</b>			
Learn what are the skills, qualifications and schooling needs to be a private detective.			

## OUR MENTORING PLAN

<b>Academic Goal</b>	<b>Student Action Steps</b>	<b>Mentor Action Steps</b>	<b>Dates Completed</b>
<b>Personal Goal</b>			
<b>Career Exploration Goal</b>			

## **Job Forum Group Discussions**

### **Mentor Instructions**

**Introductions** - Introduce yourself, stating the basics. Include the following:

- Name
- Profession
- Brief statement indicating how you ended up where you are (the idea is to captivate a group of teenagers – not necessarily to inform). This should take roughly three to five minutes per person.

Students will ask questions. Expect the unexpected. Ever said, “I wish I’d known then what I know now?” Please use this opportunity to share those gems of wisdom. Cover what YOU believe is most important.

### **Student Instructions**

**Asking Questions** - Raise your hand. Speak loudly and clearly. There is no such thing as a stupid question.

**What Do You Ask?** Listen to each of the mentors introduce himself/herself. When you hear someone say something that is interesting to you, ask more about it. **DON'T HOLD BACK.** **DON'T BE SHY.** Ask what you really want to know. (I suggest jotting things down as they come to you.)

## **JOB SHADOWING**

Part of your mentoring experience involves the opportunity to “job shadow” people who are employed in work areas of interest to you. Your mentors and you will make the necessary arrangements for you to meet with someone who has agreed to let you follow him/her as he/she performs work tasks. It is important that you be prepared for this experience so that you can maximize the opportunity to see someone do the kind of work you think that you’re interested in or curious about.

Read over the materials below with your mentor so that you know how to prepare yourself for the experience.

### ***Business Manners and Dress***

When you are job shadowing you are in an environment very different from the school environment in which you normally live. You will need to talk to your mentor about what to expect in the work environment of each of your job shadowing experiences before you report for your job shadow. Some questions to ask:

- Is the workplace I will visit an office, corporation, small business, or public agency? Is it a warehouse, artist’s studio, computer graphic station? How do people dress there? How should I dress?
- People in the work world shake hands when they meet and are introduced. Practice your handshake with your mentor so that you know you are businesslike in your handshake.
- Practice saying the name of someone to whom you are introduced. Practice saying your own name slowly and clearly.
- When you enter someone’s office or work area, do not sit down before you are invited to do so. Do not put anything on someone’s desk unless you are invited to do so. Don’t pick up anything that does not belong to you. Do not interrupt conversations nor ask questions when work conversations are occurring. If you do have questions, wait until the person you are shadowing is free to answer your queries.

### ***Job Shadowing Reflections***

- You will be doing some writing when you are job shadowing. Bring a pen and pencil, and a notebook with a cover hard enough so that you can use it as a makeshift table if nothing else is available.
- It is important to talk about the job your host is performing. Prepare some questions ahead of time to guide your conversation. Do ask for your host’s business card before leaving so that you can follow-up with a written thank-you for their time.

### ***Post Visitation Reflection***

Think about what you know of your own skills, talents, abilities and motivation. Taking your unique qualifications into consideration, would you want a job or career in this field? Why or why not?

## **Exploring a Job: Topics to Consider**

### ***What You Need To Do***

- Job description
- Major tasks, subtasks
- Equipment or tools used
- Description of typical day

### ***What Your Work Is Like***

- Fringe benefits (health insurance, retirement, credit unions, etc.)
- Working environment (noise, hazards, lighting, indoor/outdoor travel, special clothing, etc.)
- Working hours
- Salary range for this type of occupation
- History of this kind of work
- What you produce (goods, services)
- Interdependence of your job and other jobs/products/industries
- Where else in the community your kind of work is done
- Government regulations affecting your work

### ***The Future In It***

- Degree of opportunity for women and men regardless of race
- Opportunities for advancement
- Personal qualities needed
- Employment projections, effects of technology and new knowledge on your work
- Effects of the country's economic condition on your job
- Hints you would give someone applying for a job
- Other jobs you could do with these same skills

### ***Job Entry***

- How you got started in this job
- Other jobs you have held
- Skills you already had that you use now, how you acquired them
- Your recommendations to others for acquiring these same skills
- Your job as a lifetime career or a stepping stone
- Related jobs for which you are now prepared

### ***How It Feels***

- What you like and dislike about the job
- What you would change if you could
- Avenues available to you for making suggestions on the job
- What you would rather do if you're not satisfied
- Interpersonal skills you find most important and why
- Underlying attitudes and values important to your job
- Why you chose this type of work (with machines instead of people, for example)

### ***How It Affects Your Personal Life***

- Family time
- Leisure time
- Job-related skills you use elsewhere
- Expanding interests
- Adequate exercise
- General health
- Tension, fatigue vs. stimulation, fulfillment or increase in energy

### *Special Event Planning and Budget Form*

Registration/Application

Proposed Site: \_\_\_\_\_ Submitted: \_\_\_\_\_  
 Yes, No, \_\_\_\_\_ Date Confirmed \_\_\_\_\_  
 Proposed Date: \_\_\_\_\_ Deposit Needed: \_\_\_\_\_ Invitation List Made: \_\_\_\_\_  
 Check Request: \_\_\_\_\_ Proposed/Expected Number of Attendees: \_\_\_\_\_  
 Proposed number of staff (volunteer and paid): \_\_\_\_\_ # of clean up crew: \_\_\_\_\_  
 Proposed total budget: (Attach itemized budget.) \_\_\_\_\_  
 Other collaborating agencies/schools: \_\_\_\_\_  
 Rental equipment (see attached budget): \_\_\_\_\_  
 RSVP count: \_\_\_\_\_  
 Transportation Yes or No and for Whom \_\_\_\_\_  
 Plan for providing transportation: \_\_\_\_\_  
 Budget for transportation: \_\_\_\_\_  
 Parent permission slips from mentor coordinators: \_\_\_\_\_

#### Printing

	Budget	Timeline
Invitation/flyer/envelope (with map)	\$	
Postage	\$	
Program Printing	\$	
Labels Printed	\$	
Mailing Date		
Agency brochures	\$	

#### Special Events Checklist and Budget

Item	Budget	Done
Posters	\$	
Food	\$	
Volunteers/Staff	\$	
Transportation	\$	
Checks to caterer and rental equipment	\$	
Ice chests and ice	\$	
Paper goods	\$	
Decorations/balloons	\$	
Cooking utensils	\$	
Bowls/serving trays	\$	
Music	\$	
BBQ grills (number)	\$	
Sign in sheet w/clipboard	\$	
Name tags	\$	
Program	\$	
RSVP		
Permission slips		
Catering	\$	
Rental Equipment	\$	



\_\_\_\_\_ Yes! We are committed to continuing our relationship and meeting at least twice a month through August, 1998.

\_\_\_\_\_ Yes! We are committed to continuing our relationship and meeting at least twice a month through December, 1998.

\_\_\_\_\_ Yes! We are **REALLY** enjoying this and are committed to continuing our relationship and meeting at least twice a month through June of 1999.

\_\_\_\_\_ We have discussed our options and have decided to end our match effective the last day of school, 1998.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

*Closure Letter to Parent*

June 1, 1998

Dear Parent(s):

Your son/daughter \_\_\_\_\_, has participated in a mentoring relationship with the \_\_\_\_\_ Mentor Project. That relationship is coming to closure and termination has been discussed with your son/daughter.

Please be advised that upon receipt of this letter, your student's relationship with his/her mentor will be formally closed. We hope that the relationship has been a positive experience for your student and that he/she will choose to participate again in the future.

Sincerely,

Name

Mentor Coordinator

Cc: mentor  
Principal

### ***Mentor/Student Exit Interview***

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

Mentor: \_\_\_\_\_ Student(s): \_\_\_\_\_

If you are leaving the program prematurely, what is the reason, and would you like to be rematched?

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Were the stated goals of your match accomplished? \_\_\_\_\_

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What worked for you in this program? \_\_\_\_\_

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What could we have done to make this program more successful for you? \_\_\_\_\_

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How would you rate your experience on a scale of 1 to 10 and why? \_\_\_\_\_

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Additional Comments \_\_\_\_\_

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*Match Renewal Letter*

June 1, 1998

Dear Parent(s):

This letter is to inform you that your son/daughter \_\_\_\_\_, has elected to continue his/her mentor relationship with \_\_\_\_\_. This renewal relationship is effective \_\_\_\_\_ and will last until \_\_\_\_\_.

If you have questions or would like to discuss the relationship with Project Management, please do not hesitate to call \_\_\_\_\_ at (510) \_\_\_\_\_.

Sincerely,

Name

Mentor Coordinator

Cc: mentor  
Principal

May 17, 2000

Mentor/Student Name

Address

City, State Zip

Dear Mentor/Student

The end of the school year is fast approaching and I wanted to take this time to thank all of you for your commitment and dedication to your student/mentor.

\_\_\_\_\_ High School will be closed this summer but, I hope that you will continue to contact your student and meet at least twice a month through August. Summer is an excellent time to explore the community, arrange job-shadowing opportunities, and get to know each other better while having fun.

Should you require assistance with your match or need answers to questions during the summer, you may contact Kathleen O'Brien at Students In Business, Inc., (510) 795-6488 X6179, [kobrien@beamentor.org](mailto:kobrien@beamentor.org)

Students In Business will be hosting a summer barbecue picnic for mentors and students on Saturday, July 22<sup>nd</sup> at Central Park in Fremont. All of you will receive more information regarding this event before the end of school.

Enjoy your summer and I will be in touch with you again when school resumes in September.

Sincerely,

Mentor Coordinator

## Be a Mentor Program Non-Disclosure Agreement

As an authorized participant in the Be a Mentor Program,

You have access to mentors' personal and confidential information via the [www.beamentor.org](http://www.beamentor.org) website. And as a means to access such information, you are given an 'Identification Code' and a 'Password'.

The sole purpose of having access to such information is to obtain the knowledge to effectively match mentors with students. You hereby agree not to furnish any other person with this confidential information nor the identification code and password to gain access to the information.

You further agree to safeguard any and all printed versions of such information, whether it is printed from the website or forwarded to you by the Be a Mentor Program staff, in a manner that no other person can have access to it.

For the purpose of this agreement, the word mentor means any person who is referred to you to be matched with a student whether he or she is waiting to be matched or is already matched with a student.

I have read and understand the above, and agree to abide by the policy herein in regards to the safeguarding of mentors' information.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date