

VCU Alumni Association Richmond Promise Mentor Program

A Pilot Program at Richmond Community High School

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VCU Alumni Association Richmond Promise Mentor Program

What is mentoring?

Mentoring is defined as a “developmental, caring, sharing and helping relationship where one person invests time, know how, and effort in enhancing another person’s growth, knowledge and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity and achievement in life” (Inerhumwunwa). According to Communities in Schools mentoring is a structured and trusting relationship young people develop bonds with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. A mentor is an adult who, along with parents, provides a young person with support, counsel, friendship, reinforcement and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out strengths that are already there (“Communities in Schools”, 2008).

By all estimates, an astounding 17.6 million young people – nearly half the population of young people between 10 and 18 years of age – live in situations that put them at risk of not living up to their potential (“For mentors”, 2010).

Mentoring can help by:

- Improving young people’s attitudes towards their parents, peers and teachers;
- Encouraging students to stay motivated and focused on their education;
- Providing a positive way for young people to spend free time;
- Helping young people face daily challenges; and
- Offering young people opportunities to consider new career paths and get much-needed economic skills and knowledge.

In recent years, mentoring has emerged as a strong response to the challenges many inner city youth face. On college and university campuses across the nation, mentoring programs have expanded rapidly with increasing numbers of college students working one-on-one with youth in urban public schools, community agencies, and other settings.

According to data provided by the Virginia Mentoring Partnership, estimates suggest that more than 360,000 young people in Virginia could benefit from spending time with a caring adult mentor (“Mentoring gap, 2010).

Of the 1,823,201 young people under age 18 in Virginia:

- 1 out of 8 teens between ages 16 -19 are not enrolled in school
- 1 out of 3 children lives in a single parent home

- 1 out of 7 lives in poverty
- 1 out of 24 children has an incarcerated parent

College access involves encouraging and creating a pathway for students to consider, plan for, and attend post-secondary institutions; including four-year colleges or universities, junior or community colleges, or vocational, business, or technical schools, after high school. Carefully structured and supported mentoring can provide students with developmental resources needed for success. Combined with age appropriate, appealing college access activities and consistent encouragement, mentoring relationships help students succeed both personally and academically, and set them on a needed pathway for education beyond high school graduation.

Research shows students who engage with a mentor for a sustained period of time are more likely to attend post-secondary institutions ([Gandara, 2001](#)). Mentors can provide their mentees with motivation and information on resources, admission requirements, the college application process, scholarships, and financial aid.

VCU Alumni Association Richmond Promise Mentor Program Overview

The VCU Alumni Association Richmond Promise Mentor Program will seek to connect 30 VCU undergraduate and graduate students to an equal number of Richmond Community High School (RCHS) ninth and tenth graders. The mentors will be both a friend and a role model who will support and encourage the ninth grader in his/her academic and personal growth. The VCUAA Richmond Promise Mentor Program will feature one on one academic and school adjustment mentoring to 30 RCHS students from the 30 VCU mentors. Academic mentoring pairs the students with trained mentors who engage in a supportive relationship based on academic tutoring or enrichment. School adjustment mentoring helps students develop the skills and attitudes that are essential to academic success (“High school”, 2007). The mentor will also serve as a guide who helps the student make the difficult adjustment from middle school to high school and, hopefully college. This time of transition is especially important, for it is a time when young people will make decisions about how much — or how little—they expect to accomplish in high school and beyond.

It is anticipated that the VCU mentors and RCHS ninth and tenth grader will participate together in educational, cultural, and recreational activities, community service projects, tutoring, or any of many other activities. Whatever the activity, the VCU Promise Program will provide guidance and support to the ninth graders during one of the most difficult years of high school.

VCUAA Richmond Promise Mentor Program Goals

The VCUAA Richmond Promise Mentor Program seeks to assist ninth grade students at RCHS through:

- Improving student’s academic performance
- Support the ongoing orientation process for RCHS students. Help ease mentees stress associated with college by offering their support and experience, mentors can help mentees more quickly make this transition
- Develop a relationship between mentor and mentee. The mentor and mentee should identify their expectations and the expected outcomes of participating in the program
- Develop a familiarity with the resources available on the VCU campus
- Motivate students to research and apply for educational scholarships on a timely basis
- Connect students with professionals in an anticipated college major
- Assist students with preparing a college resume/portfolio
- Engage students in relevant school and community service projects
- Mentor will facilitate mentee developing a relationship with a professional organization
- Mentor will facilitate the mentee conceptualizing a small community service project at the end of the program
- Introduce students to some of the cultural, social and recreational activities that occur on the VCU campus
- Identify career and educational goals and the necessary steps to achieve those goals

Commitment to the Program

- Mentors and mentees should be given the time and encouragement to participate

- Mentors and mentees should discuss the expectation of privacy regarding their conversations. Privacy expectation cannot be maintained regarding matters that involve the possibility of harm to oneself and/or others, sexual harassment, or discriminatory behavior
- Mentors, mentees and mentee parents should complete the appropriate forms in order to participate in the program by the established deadline
- Resources should be sufficient to provide appropriate training and support for mentoring activities
- Mentors and mentees should keep meeting commitments, and give appropriate notice if unable to keep meeting
- Mentors and mentees should commit to the program for an academic year (February-December), with e-mentoring offered over the summer as an option to keep relationship ongoing

Role of the Mentor

- Recognize the value of being a mentor
- Establish your expectations of the mentoring program with your mentee – what roles each of you have frequency of getting together, how you may assist the individual, etc.
- Communicate with the mentee at least once a week, including weeks you meet with your mentee.
- Keep a log of your contacts with your mentee using the Activity log. Submit the completed log to Jackie Robinson at the end of the three months.
- Keep all scheduled appointments with your mentor. If you cannot devote the required time to the mentoring program, discuss this issue with your supervisor.
- Complete the Mentor Checklist and return to Jackie Robinson.
- Complete the forms listed on the mentor checklist and Mentoring Program Evaluation form and submit to Jackie Robinson.

Role of the Mentee

- Discuss your expectations of the mentoring program with your mentor.
- Keep all scheduled appointments with your mentor. If you cannot devote the required time to the mentoring program, discuss this issue with your program coordinator.
- Let your mentor know what information and resources you need.
- Suggest activities that you and your mentor may participate in.
- Complete the forms and Mentoring Program Evaluation form and submit to Jackie Robinson.

Selection of Students

The VCUAA Richmond Promise Mentor Program will be voluntary; however, all ninth graders at Richmond Community High School will be introduced to the program in a grade level meeting. If interested, the parent(s) of the ninth graders will need to give their written permission in order for their child to participate in VCUAA Richmond Promise Mentor Program. Additionally, any field trip or community service activity that occurs away from the RCHS campus will require a signed parental permission form.

An informational night meeting will be held to inform parents and students of the aims, objectives, benefits and anticipated outcomes of the VCUAA Richmond Promise Mentor Program. During the meeting, school administrator and the VCUAA Richmond Promise Mentor Program coordinator will notify parents that their consent must be obtained and that they have the right to withdraw their child from the program if they wish. Parents will be notified that they will be kept informed about the progress of the program and encouraged to participate whenever possible.

Selection and Training of Mentors

The VCU Alumni Association will have responsibility for recruitment and selection of mentors. All mentors must be current VCU students in the undergraduate or graduate program. Students will make a one year (from February-December) time commitment to mentees, and will have completed training with the Virginia Mentoring Partnership. Possible sources of mentors are from STAT, Graduate Student Association, Monroe Park Campus SGA, VCU Service Learning courses, Alpha Phi Omega, Circle K, U-Turn, Powerful Beyond Measures, VCU Social Work Program, Pre-Health Students, and OMSA. Mentors will receive training from Virginia Mentoring Partnership the week of January 18-31 2011.

Program Launching

Time Period: Mentoring will take place once every other week beginning the week of February 1 2011 through May 6, 2011 from 4-6pm. Mentors and Mentees will meet Tuesdays at the Honors College. E-mentoring will be offered as an option during the summer to keep in contact with the mentees. One on one mentoring will resume August 2011-December 2011.

Where mentoring will take place: This mentoring will take place at Virginia Commonwealth University, at the Honors College. Richmond Community High School will be responsible for transporting students from Richmond Community High School to Virginia Commonwealth University.

How mentors will be paired: Mentors will be paired based on gender; male-male, female-female. Matches will be made based on answers given on mentor and mentee application/assessment.

Program Orientation

The VCUAA Richmond Promise Mentor Program will be formally launched in February 1, 2011 through an event to be hosted by the RCHS and VCUAA staff. The orientation session will provide for a relaxed, non-threatening introduction to the program for both mentors and mentees. A key element of the program will provide mentors and students with opportunities to meet and work in small groups together in order to ease tension.

The objectives of the introductory training orientation session will be to help prospective mentees and their parent/guardian:

- Develop a basic understanding of the program and mentee roles and expectations
- Begin to explore the possible benefits of mentoring

An agenda for this one-hour informational session will provide approximate times for each section and might include the following:

1. Welcome and Introductions (10 minutes)

2. **VCUAA Richmond Promise Program** (20 Minutes)
3. **Icebreaker: Introductions** (30 minutes)
4. **Snack** (15 minutes)
5. **Break-Out time with Mentor** (15 minutes)
One on one time with mentor, time to fill out forms and contracts
6. **Wrap-Up & Questions and Answers** (15 minutes)
Thank prospective mentees and their parents/guardians for coming and provide application packets and business cards for them to take

Mentor Orientation

After screening of the applicants, a mentor meeting will be held on the VCU campus on the same day that the mentors receive their training. Features of the meeting will include the following key points:

- Questions and concerns from mentors
- Mentors receive mentoring packets
- Mentoring is a relationship built on trust which requires an understanding of child protection issues and imposes a high level duty of care
- Mentoring is effective over a sustained period of time

The mentors will also be afforded the opportunity to practice mentoring skills in small groups. They will be encouraged to raise questions and discuss issues and concerns throughout the training. The training will also provide an opportunity for the VCU Promise coordinator to determine if any of the volunteers are not ready to be mentors. At the conclusion of mentor training, mentors will be provided with a certificate.

Finally, mentors will be notified that the criteria for assigning mentees will include gender, similar interests, personalities, career choices, cultural or linguistic background or suggestions from RCHS staff.

VCUAA Richmond Promise Mentor Program

(An 8 week program)

Tuesdays from 4pm-6pm February 2011-May 2011 Schedule

DAY 1 February 1, 2011

Program Begins!

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-410- Welcome and Introductions (10 minutes)

4:10-4:30 VCUAA Richmond Promise Program (20 minutes) introduction to VCUAA Richmond Promise program including what mentoring is, how mentors and mentees were paired, time commitment, types of activities, benefits of participation

4:30-5:00 Icebreaker: Introductions-mentor and mentee pairing (30 minutes)

5:00-5:15- Snack

5:15-5:45 Break out time with mentor and mentee fill out forms, contracts during this time

5:45-6:00 Wrap-Up Thank mentors and mentees for their time provide contact information, and hold question and answer session

DAY 2 February 15, 2011

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-5:00pm Presentation School of _____ **Contact:**

5:00-5:15 snack

5:15-6:00 pm Breakout session/Time with mentor

6:00pm Students are picked up from the Honors Building and taken back to RCHS

DAY 3 March 1, 2011

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-5:00pm Presentation School of _____ **Contact:**

5:00 -5:15 pm snack

5:15-6:00pm Breakout session/Time with mentor

6:00pm Students are picked up from the Honors Building and taken back to RCHS

DAY 4 March 8, 2011

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-5:00pm Presentation School of _____ **Contact:**

5:00-5:15pm snack

5:15-6:00pm Breakout session/Time with mentor

6:00pm Students are picked up from the Honors Building and taken back to RCHS

DAY 5 March 29, 2011

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-5:00pm Presentation School of Medicine **Contact: Michelle Whitehurst-Cook**

5:00 -5:15 pm snack

5:15-6:00pm Breakout session/Time with mentor

6:00pm Students are picked up from the Honors Building and taken back to RCHS

DAY 6 April 12, 2011

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-5:00pm Presentation [School of Medicine](#) **Contact: Michelle Whitehurst-Cook**

5:00 -5:15 pm snack

5:15-6:00pm Breakout session/Time with mentor

6:00pm Students are picked up from the Honors Building and taken back to RCHS

DAY 7 April 26, 2011

Students leave RCHS at 3:45 PM and arrive at the honors building on the campus of Virginia Commonwealth University.

4-5:00pm Presentation [School of _____](#) **Contact:**

5:00 -5:15 pm snack

5:15-6:00pm Breakout session/Time with mentor

6:00pm Students are picked up from the Honors Building and taken back to RCHS

DAY 8 May 3, 2011

End of Year Celebration!!

Possible Presenters:

4-5:00pm Presentation [School of Dentistry](#) **Contact**

4-5:00pm Presentation [School of Education](#) **Contact**

4-5:00pm Presentation [School of Engineering](#) **Contact**

4-5:00pm Presentation [School of Medicine](#) (including the emerging School of Public Health) **Contact**

4-5:00pm Presentation [School of Advertising](#)

4-5:00pm Presentation [School of Nursing](#) **Contact**

4-5:00pm Presentation [School of Pharmacy](#) **Contact**

4-5:00pm Presentation [School of Social Work](#) **Contact**

4-5:00pm Presentation [VCU Graduate School](#) **Contact**

4-5:00pm Presentation [VCU School of Interior Design](#)

4-5:00pm Presentation VCU Life Sciences **Contact**

4-5:00pm Presentation College of Humanities and Sciences **Contact**

L. Douglas Wilder School of Government and Public Affairs

School of Mass Communications

School of World Studies

4-5:00pm Presentation Student Organizations/OMSA/Intercultural Festival **Contact**

4-5:00pm Presentation Sports Medicine **Contact**

Students can be given the option of attending a VCU activity such as Basketball game, film presentation, dance department presentation, Art presentation, Tour of Rec Sports, *Provide activity calendar of acceptable VCU activities for students to attend in lieu of presentations once a month

Mentor Interview Questionnaire

Mentor Name _____

Date _____

1. Why do you want to be a mentor?

2. Briefly describe your experience working with young people in either a professional or volunteer capacity:

2b. If no experience, what skills could you share with a young person?

3. Do you have experience training or coaching others?

4. Think of a special person in your life while you were growing up. What were some of the special characteristics that person had and why do you think it made such an impact in your life?

5. What qualities are you looking for in a mentee?

5a. What qualities would you find more difficult to work with?

6. The mentor program requires a minimum of 2 hours every other week for you to spend with your mentee....Do you have any obligations that may prevent you from spending the required time on mentoring activities?

7. What strengths do you have as a person that would assist you in being a mentor?

8. What weaknesses do you have that may prevent you from being the best mentor you could be?

9. Do you have any questions or concerns about becoming a mentor?

Mentor Checklist – For the Mentor to Complete

Mentor _____ Mentee _____

Phone. _____ Phone. _____

Please make sure you complete the items listed below:

_____ Application

_____ Mentor interest survey

_____ Activity Log (ongoing)

_____ Attend the mentor training

_____ Exchange personal information forms

_____ Mentor Contract

_____ Mentor and Mentee Contract

_____ Evaluation Forms (end of three months)

_____ Complete all forms, make sure mentee has completed all forms, and submit to Jackie

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At the end of the three month formal program, please return this completed form to Jackie

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Mentor's Signature

Date

Mentor Guidelines and Code of Conduct

CONGRATULATIONS! As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in the worth and dignity of young people. You recognize the magnitude of the responsibility that you accepted in choosing to work with youth and agree to interact appropriately with your mentee according to the highest ethical standards at all times.

Be yourself! Please read the following guidelines carefully:

A mentor is a caring, adult friend who devotes time to a young person. Although mentors can fill any number of different roles, all mentors have the same goal in common: to help young people achieve their potential and discover their strengths.

Mentors should understand they are not meant to replace a parent, guardian or teacher. A mentor is not a disciplinarian or decision maker for a child. Instead, a mentor echoes the positive values and cultural heritage parents and guardians are teaching. A mentor is part of a team of caring adults.

A mentor's main purpose is to help a young person define individual goals and find ways to achieve them. Since the expectations of each child will vary, the mentor's job is to encourage the development of a flexible relationship that responds to both the mentor's and the young person's needs.

By sharing fun activities and exposing a youth to new experiences, a mentor encourages positive choices, promotes high self-esteem, supports academic achievement, and introduces the young person to new ideas.

YOUR ROLE AS A MENTOR

- At the initial stages of the match, your mentee may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This "guarded" attitude is simply a manifestation of his/her insecurity about the relationship. The mentee's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend. **BE PATIENT!** Don't try to speed up the process by going out of your way to accommodate your mentee; such as seeing your mentee more than the prescribed time per week.
- Remember the mentor/mentee relationship has an initial phase. During this phase the mentee is more interested in getting to know how "real" you are and how much they can trust you.
- Establish where you can reach your mentee: by phone, e-mail, fax, or a designated meeting location. Experience proves calling or e-mailing your mentee at school is usually the best way to make contact. Establish a time and phone number where you can usually answer calls or make contact. Mentees need encouragement to leave messages on your voice mail to confirm meetings as well as to cancel them.

- Don't try to be: teacher, parent, disciplinarian, therapist, Santa Claus, or a babysitter.
- Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never "should on" your mentee.
- Respect the uniqueness and honor the integrity of your mentee and influence them through constructive feedback. The mentor empowers the mentee to make "right" decisions without actually deciding for the mentee. Identify the mentee's interests and take them seriously. Be alert for opportunities and "teaching moments." Explore positive and negative consequences.
- Set realistic expectations and goals for your mentee and try to make the achievement for them fun. Remember there is a big difference between ENCOURAGING and DEMANDING. Encourage your mentee to complete their secondary education, pursue high learning or vocational goals, and provide access to varying points of view. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow. Don't get discouraged if the mentee isn't turning his/her life around or making great improvements.
- Mentors have a great deal of impact – it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings, expressing appreciation.
- As a friend you can share and advise but know your limitations. Problems that your mentee may share with you regarding substance abuse, molestation and physical abuse are best handled by professionals. If you have any concerns, CONTACT THE PROGRAM COORDINATOR IMMEDIATELY.
- Always be supportive of the parent – even when you may disagree. Don't take sides or make judgments' concerning any family conflict or situation. Leave the parenting to the parent.
- Foster a professional relationship with your mentee. Do not accept gifts or favors that might impair or appear to impair professional judgment. Do not offer any favor, service or thing of value to obtain special advantage.

DISCIPLINE

There may be instances when your mentee's behavior is unacceptable. Again, remember the parent is responsible for the child's discipline. The following is to be used if the parent is not around to assume the responsibility for their child's behavior. Don't forget to inform the parent about the steps you took and why you took them.

- NEVER physically discipline.
- NEVER use abusive language.
- Don't use ultimatums.
- Most children will listen and respond to reason. Explain to your mentee why you find his/her behavior unacceptable.
- Don't give your mentee the "silent treatment" to solve the problem. Discuss your concerns.
- On very rare occasions, your child may need to be taken back home because of unacceptable behavior. Before taking this action, tell him/her what you are doing and why you made the decision. Taking your mentee back home because of his/her behavior doesn't necessarily

mean the match (relationship) has ended. Before you leave make sure the child understands they will see you again and that you are not using their behavior as a pretext to abandon the relationship.

HEALTH AND SAFETY

- Protect the health and safety of your mentee and seek advice from school faculty or program staff whenever in doubt about the appropriateness of an event or activity and inform school or program staff of any persons, situations or activities which could affect the health and safety of the child.
- DO NOT use alcohol, tobacco, or drugs when with your mentee.
- DO NOT have firearms or weapons present while with your mentee.
- Have adequate personal liability and automobile insurance coverage.
- Ensure your mentee has all the necessary protective items and is well-supervised on outings.
- DO NOT leave your mentee alone or with strangers.
- If you have become aware that your mentee's safety or the safety of another is in jeopardy through disclosure (i.e., child abuse, sexual abuse, etc.), report your concern to the mentor coordinator or teacher immediately. Let your mentee know that you are required to do so. This issue should always be discussed at the beginning of the relationship to inform the mentee of your obligation to report safety concerns.

ACTIVITIES AND MONEY

- Always call your mentee before your scheduled meeting or appointment to remind him/her.
- Be sure you have parental approval for activities that take place away from school premises.
- VCUAA and Richmond Community High School do not assume responsibility, and is not accountable for outside meetings between the mentor and mentee. This includes any accidents or injuries that may occur during the outside meeting time. Meeting outside of the times established by the program must be arranged between the mentor and the parent. The mentor is to be held accountable,
- Taking the first step in planning activities is primarily your responsibility; however, ask your mentee to help make decisions or have them plan an activity.
- The mentor/mentee match is a "one on one" relationship which takes time to build. Try to avoid bringing someone else when you are with your mentee.
- While this program is mainly to assist your mentee with career exploration, tutoring, self-esteem, etc., there may be activities that you may want to attend that cost money. Consult with your mentee about cost and find out how they will pay. You can assist them in paying their share, but we encourage you to discuss costs of activities with the parents.
- Entertainment is not the focal point of your relationship. Do not spend an exorbitant amount of money for activities, birthday presents, etc.
- Return your mentee home at the agreed upon time. If you are unable to or there is a change in plans, always call the parent to let them know.

PROGRAM RULES

- No overnight stays.
- Discussions between you and your mentee are considered confidential. Be careful about sensitive personal issues. The mentee's personal or family life may be difficult to discuss, particularly early in the relationship. Your mentee may be ashamed of poor school performance, family culture and religion, financial problems, etc. It is important not to measure the success of the relationship by the extent of the mentee's disclosure.
- If you have a concern you feel is beyond your ability call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.
- Never compare the success of your relationship with another mentor/mentee match. Everyone develops at a different pace and under different circumstances.
- Your mentee will reward you by giving you notes, e-mails or simply through conversation. They may tell you how "great" you are, how you might have helped them with a specific problem and so much more. It may be big or small. Whatever the compliment, know that what you are doing has had a significant impact on the future of this child.
- You will work with your mentee to establish mutual respect, friendship, motivation, and measurable goals. Please don't hesitate to ask questions if you find any part of the guidelines unclear or confusing. The program coordinator is available to assist you in any way possible. Your commitment and dedication to your mentee may be the most profound opportunity that you may experience. The quality of the relationship you build directly influences the life and future of the child. Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your mentee.
- Mentoring is not a panacea for all the problems/decisions facing your mentee and their families. The essence of mentoring is the sustained human relationship: a one on one relationship that shows a child that he/she is valued as a person and is important to society.

YOU ARE A:

POSITIVE ROLE MODEL

FRIEND

COACH

ADVISOR

SELF-ESTEEM BUILDER

CAREER COUNSELOR

AND

ADVOCATE

Activities for Mentor and Mentee

Use this form to enter the activities you did with your mentor. Make sure to fill out all contacts you make with your mentee on this form as well. You will also use this form to log the weeks you meet your mentor on campus for the pre-scheduled activities. Return the completed form to Jackie Robinson at the end of the three months.

Mentor and Mentee Forms

Mentor's Weekly Activity Log – For the Mentor to Complete

Please make sure your mentee receives a copy

Mentor _____ Mentee _____

	Activity	Comments
Week #1		
Week #2		
Week #3		
Week #4		
Week #5		

Week #6		
Week #7		
Week #8		

Mentor's Signature

Date

Mentee's Signature

Date

Please return your completed form to Jackie Robinson at the end of the 3 month period.

Personal Information Exchange Form

(Please complete and exchange between mentor and mentee)

Name_____

Nickname_____

Primary Phone_____

Cell Phone_____ Email_____

Mentee Forms

Mentee Application

(To Be Completed by the Parent/Guardian)

Personal Information

Youth's Name: _____ Date: _____

Parent/Guardian Name: _____

Relationship to Youth: Mother: _____ Father: _____ Other, specify: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home phone: _____ Work phone: _____

Date of Birth / / Age: Gender: Male Female

Ethnicity: White: Hispanic: African American: Asian: Other:

Name of School: _____ Grade: _____

Emergency Contact Name: _____ Phone Number: _____

Please list all members of your household:

Name	Sex	Age	Relationship to Applicant

Application Questions

Please answer all of the following questions as completely as possible. If more space is needed, use an extra sheet of paper or write on the back of this page.

1. Why do you/your child want to participate in the VCU Promise Program?

2. Briefly describe your expectations for the VCU Promise Program:

3. Is your child available to meet with a mentor at least once per month and can he/she participate in activities at VCU and in the community during the week, evening, weekends and summer? Please explain any particular scheduling issues.
4. Is your child willing to attend an initial mentee training session and two training sessions per year after being matched?
5. Describe your child's school performance including grades, homework, attendance, behaviors, etc.:
6. Does your child have friends? Please describe his/her friendships.
7. Is your child currently having any problems either at home or school?
8. Has your child experienced any traumatic events (i.e., death in the family, abuse, divorce)? If yes, please provide details.
9. Can you provide any additional background information that may be helpful to VCU Promise Program in matching your son/daughter with an appropriate mentor?

Medical History

Name of Primary Care Physician: _____ Phone No.: _____

Medical Insurance Provider: _____

1. Does your son/daughter have any physical problems or limitations?
2. Is your son/daughter currently receiving treatment for any medical issues?
3. Is he/she currently on any type of medication? If so, please specify.
4. Does your son/daughter have any known allergies or adverse reactions to medications? If yes, please describe them below:

5. Does your son/daughter have any emotional issues or problems right now?

6. Is your son or daughter currently seeing a counselor or therapist?

Therapist's Name: _____

Please read this carefully before signing

VCUAA Richmond Promise Mentor Program appreciates you and your child's interest in his/her becoming a mentee. This application is intended as a means of informing and gaining the consent of the parent/guardian to allow their son/daughter to participate in the VCUAA Richmond Promise Mentor Program.

After receiving this completed application from you, we will evaluate the information and send you a letter letting you know if your child has been accepted into the mentoring program. Much of the information you supply in this application packet will be used to match your child with an appropriate mentor. Therefore, the RCHS staff may, at times, need to access and share this information with prospective mentors and other parties when it is in the best interest of the match. However, we will not reveal names until there is an initial interest from the mentee, parent/guardian, and mentor based first upon anonymous information provided about each other.

Please initial each of the following

_____ I give my informed consent and permission for my child to participate in the VCUAA Richmond Promise Mentor Program appreciates and its related activities.

_____ I agree to have my child follow all mentoring program guidelines and understand that any violation on my child's part may result in suspension and/or termination of the mentoring relationship.

_____ I hereby acknowledge that my child will be transported by his/her mentor and/or VCUAA Richmond Promise Mentor Program staff or representatives while participating in the VCUAA Richmond Promise Mentor Program, and that such transportation is voluntary and at his/her own risk.

_____ I release the VCUAA Richmond Promise Mentor Program of all liability of injury, death, or other damages to me, my child, family, estate, heirs, or assigns that may result from his/her participation in the program, including but not limited to transportation, and hold harmless any VCUAA Richmond Promise Mentor Program mentor, program staff, or other representatives, both collectively and individually, of any injury, physical or emotional, other than where gross negligence has been determined.

_____ (optional) I agree to allow VCUAA Richmond Promise Mentor Program to use any photographic image of my child taken while participating in the mentoring program. These images may be used in promotions or other related marketing materials.

_____ I understand I must return all of the following *completed* items along with this application, and that any incomplete information will result in the delay of my application being processed:

- Contact and Information Release Form
- Interest Survey Form

By signing below, I attest to the truthfulness of all information listed on this application and agree to all the above terms and conditions.

Parent/Guardian Signature

Date

Please return or mail this application to the VCUAA Richmond Promise Mentor Program Coordinator or the Principal of RCHS

Contact and Information Release
(To Be Completed by the Parent/Guardian)

Student's Name: _____ Date: _____

School: _____

I hereby grant permission for the VCUAA Richmond Promise Mentor Program to make contact with my child through RCHS and conduct a personal interview for the purposes of applying to be a mentee. VCUAA may also make contact with my child on school premises for the purposes of screening and interviewing as well as ongoing support of his/her participation in the mentoring program.

I authorize the VCUAA Richmond Promise Mentor Program to obtain any needed information regarding my child from his/her school's staff, including academic and behavioral records and conversations with teachers, counselors, and other administrative staff.

Further, I understand that basic information about my child will be anonymously (*without names*) shared with a prospective mentor(s) to aid in determining a suitable match. Once a mentor/mentee match is determined, my child's identity and other relevant information will be shared with the mentor to the extent it aids in facilitating a successful match.

 Parent/Guardian Signature Date

 Parent/Guardian Name: Date

Address: _____ City: _____ State: _____ Zip: _____

Mentee Interest Survey
(To Be Completed by Youth)

Directions: Please complete all the following. This survey will help New Insights Mentoring Program know more about you and your interests and help us find a good match for you.

1. What are the most convenient times for you to meet with your mentor? *Please circle all that apply.*

Weekends:	Lunch Time:	After School:
Evenings:	Weekends:	Other:

2. Do you speak any languages other than English? If so, which languages?
3. What are some favorite things you like to do with other people?
4. What are your favorite subjects in school?
5. If you could learn about a job/career, what would it be?
6. What are your favorite subjects to read about?
7. What is one goal you have set for the future?
8. If you could learn something new, what would it be?
9. What person do you most admire and why?
10. Describe your ideal Saturday:

11. Please check all activities you are interested in:

<input type="checkbox"/>	Biking	<input type="checkbox"/>	Camping	<input type="checkbox"/>	Science	<input type="checkbox"/>	Cooking	<input type="checkbox"/>	Library
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Boating	<input type="checkbox"/>	Music	<input type="checkbox"/>	Track & Field	<input type="checkbox"/>	Other Sports
<input type="checkbox"/>	Basketball	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Football	<input type="checkbox"/>	Parks	<input type="checkbox"/>	Movies
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Animals/ Pets	<input type="checkbox"/>	Painting/ Photos	<input type="checkbox"/>	Board Games	<input type="checkbox"/>	Shopping

12. List any other areas of special interest:

Mentee Contract

Name: _____

Date: _____

By choosing to participate in the VCUAA Richmond Promise Mentor Program, I agree to the following:

- Follow all rules and guidelines as outlined by the program coordinator, mentee training, program policies, and this contract
- Discuss your expectations of the mentoring program with your mentor.
- Keep all scheduled appointments with your mentor. If you cannot devote the required time to the mentoring program, discuss this issue with your supervisor.
- Let your mentor know what information and resources you need
- Suggest activities that you and your mentor can participate in.
- Have a positive attitude and be respectful of my mentor
- Make a one-year (February-December) commitment to being matched with my mentor
- Obtain parent/guardian permission for all meeting times at least three days in advance, if possible
- Be on time for scheduled meetings or call my mentor at least 24 hours beforehand if I am unable to make a meeting
- Discuss monthly meeting times and activities with the RCHS and VCU program coordinators, and regularly and openly communicate with the program coordinators as requested
- Inform the program coordinator of any difficulties or areas of concern that may arise in the mentoring relationship
- Participate in a closure process when that time comes
- Notify the program coordinator if I have any changes in address or phone number
- Attend mentee training sessions
- Complete the forms and Mentoring Program Evaluation form and submit to Jackie Robinson

_____ (*please initial*) I understand that upon match closure, future contact with my mentor is beyond the scope of the VCUAA Richmond Promise Mentor Program and can happen only by the mutual consensus of the mentor, the mentee, and my parent/guardian.

_____ I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

(Signature)

(Date)

Parent/Guardian Contract

Name: _____ Date: _____

By allowing my son/daughter to participate in the VCUAA Richmond Promise Mentor Program, I agree to:

- Allow my child to participate in the VCUAA Richmond Promise Mentor Program and to be matched with a VCU student mentor
- Follow and encourage my child to follow all rules and guidelines as outlined by the program coordinator, mentee training, program policies, and this contract
- Support my child in this match by allowing him to meet with his mentor at least eight hours per month and have weekly contact with him/her for one year
- Support my child being on time for scheduled meetings or have him/her call the mentor at least 24 hours beforehand if unable to make a meeting
- Regularly and openly communicate with the program coordinator as requested
- Inform the program coordinator if I observe any difficulties or have areas of concern that may arise in the match relationship
- Participate in a closure process when that time comes
- Notify the program coordinator if I have any changes in address or phone number
- Provide the program coordinator and the mentor with any updated health insurance information for my child

_____ *(please initial)* I understand that upon termination or completion of the VCUAA Richmond Promise Mentor Program, future contact between my child and his/her mentor is beyond the scope of the VCUAA Richmond Promise Mentor Program staff, and can happen only by the mutual consensus of the mentor, the mentee, and myself.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

(Signature)

(Date)

Mentor Forms

Mentor Application

(To Be Completed by the Mentor)

Personal Information

Name: _____ Date: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home phone: _____ Work phone: _____

Date of Birth / / Age: Gender: Male Female

Ethnicity: White: Hispanic: African American: Asian: Other:

Name of School: _____ Grade: _____

Emergency Contact Name: _____ Phone Number: _____

Email: _____

Employment Information

Are you currently employed (Please mark an X by answer)? Yes _____ No _____

If answered yes please fill out the following

Employers Name: _____ Date since employment: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Supervisors Name _____ Supervisors Phone _____

Volunteer Information

Describe any previous volunteer experience you have had including experience working with youth? _____

How did you learn about the VCUAA Richmond Promise Mentor Program?

Background and References

Please put an X by your answer

1. Have you ever been convicted of a misdemeanor or felony? Yes _____ No _____
2. Do you currently have any criminal charges pending against you? Yes _____ No _____
3. Are you currently out on bail or on your own recognizance for any current arrest?
Yes _____ No _____
4. Are you currently under any formal or informal supervision, such as probation or parole, for a conviction of any state or federal violation? Yes _____ No _____
5. Have you ever been disciplined, reprimanded, suspended, discharged, or asked to resign from a job, or resigned under pressure? Yes _____ No _____

Please provide the names and telephone numbers of 3 non-related individuals who would serve as character references

1	Name	Phone number	Relationship to you
2	Name	Phone number	Relationship to you
3	Name	Phone number	Relationship to you

Certification-Please read before signing:

I certify that the information I have entered on this application is true and complete to the best of my knowledge. I further understand that any false, incomplete, or incorrect statements may result in my disqualification from the mentor program.

Signature

Date

Mentor Contract

Name: _____

Date: _____

By choosing to participate in the VCUAA Richmond Promise Mentor Program, I agree to the following:

- Follow all rules and guidelines as outlined by the program coordinator, mentee training, program policies, and this contract
- Establish your expectations of the mentoring program with your mentee – what roles each of you have, frequency of getting together, how you may assist the individual, etc
- Communicate with the mentee at least once a week
- Keep a log of your contacts and activities with your mentee. Submit the completed log to Jackie Robinson at the end of the three months. Use Activities log for this
- Complete the Mentor Checklist and return to Jackie Robinson
- Complete the forms and Mentoring Program Evaluation form and submit to Jackie Robinson at the end of the three months
- Discuss your expectations of the mentoring program with your mentor
- Keep all scheduled appointments with your mentor. If you cannot devote the required time to the mentoring program, discuss this issue with the program coordinator
- Suggest activities that you and your mentee can participate in
- Make a one-year (February-December) commitment to being matched with mentee
- Be on time for scheduled meetings or call my mentee at least 24 hours beforehand if I am unable to make a meeting
- Discuss monthly meeting times and activities with the RCHS and VCU program coordinators, and regularly and openly communicate with the program coordinators as requested
- Inform the program coordinator of any difficulties or areas of concern that may arise in the mentoring relationship
- Participate in a closure process when that time comes
- Notify the program coordinator if I have any changes in address or phone number
- Attend mentor training session

_____ (*please initial*) I understand that upon match closure, future contact with my mentee is beyond the scope of the VCUAA Richmond Promise Mentor Program and can happen only by the mutual consensus of the mentor, the mentee, and the parent/guardian.

_____ I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

(Signature)

(Date)

Mentor Interest Survey
(To Be Completed by Mentor)

Directions: Please complete all the following. This survey will help New Insights Mentoring Program know more about you and your interests and help us find a good match for you.

1. What are the most convenient times for you to meet with your mentor? *Please circle all that apply.*

Weekends:	Lunch Time:	After School:
Evenings:	Weekends:	Other:

2. Do you speak any languages other than English? If so, which languages?
3. What are some favorite things you like to do with other people?
4. What are your favorite subjects in school?
5. What is your ideal career/what are you studying in college?
6. What are your favorite subjects to read about?
7. What is one goal you have set for the future?
8. If you could learn something new, what would it be?
9. What person do you most admire and why?
10. Describe your ideal Saturday:

11. Please check all activities you are interested in:

<input type="checkbox"/>	Biking	<input type="checkbox"/>	Camping	<input type="checkbox"/>	Science	<input type="checkbox"/>	Cooking	<input type="checkbox"/>	Library
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Boating	<input type="checkbox"/>	Music	<input type="checkbox"/>	Track & Field	<input type="checkbox"/>	Other Sports
<input type="checkbox"/>	Basketball	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Football	<input type="checkbox"/>	Parks	<input type="checkbox"/>	Movies
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Animals/ Pets	<input type="checkbox"/>	Painting/ Photos	<input type="checkbox"/>	Board Games	<input type="checkbox"/>	Shopping

12. List any other areas of special interest:

Mentor and Mentee Contract

MENTOR/MENTEE CONTRACT & GOALS

Date: _____

Name of Mentor: _____

Name of Mentee: _____

Match Date: _____

Review Date: _____

We will commit to meet for at 2 hours every other week on the scheduled Tuesdays from February to May.	Yes <input type="checkbox"/> No <input type="checkbox"/>
We will commit to have weekly phone or email contact.	Yes <input type="checkbox"/> No <input type="checkbox"/>
We understand our roles and responsibilities to ourselves, each other, and to the program	Yes <input type="checkbox"/> No <input type="checkbox"/>
We understand that this is a full year program, with mentoring occurring from February to May, with e-mentoring over the summer, and one on one mentoring resuming in the fall	Yes <input type="checkbox"/> No <input type="checkbox"/>

Mentor's Name: _____

Signature: _____

Mentee's Name: _____

Signature: _____

Evaluation Forms

Mentoring Program Evaluation – For the Mentor and Mentee to Complete

Mentor_____ Mentee_____

The purpose of this evaluation is to give mentees and mentors an opportunity to provide feedback on the mentoring program. Your feedback is helpful in evaluating the program and implementing changes that will improve the program. **Please complete the form at the end of the three month formal mentoring program.**

1. Briefly describe your experiences in working with your mentor/mentee and the effectiveness of the program in helping the mentee to acclimate to the new job and work environment.

2. Which activities were most effective in achieving the goals of the program?

3. Describe the most significant barriers in achieving these program goals.

4. What are the strengths of the program?

5. What suggestions do you have for making the program stronger?

Signature

Date

Mentee's Signature

Date

Return your completed form to Jackie Robinson.

Evaluation For Mentors

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?
 excellent very good good poor

2. How would you describe the quality of your experience as a participant in the program?
 excellent very good good poor

3. Would you volunteer to serve as a mentor again next year or in the future?
 yes possibly not sure no

4. Did the mentor training session help you prepare for your mentoring experience?
 yes somewhat not sure no

5. Would you have liked additional training for mentors?
 yes maybe probably not no

6. How clearly defined were your mentor responsibilities?
 very clear moderately clear a little unclear very unclear

7. The mentor program coordinators were accessible and easy to talk to and seek advice from when necessary.
 always somewhat not much never

8. How would you describe your relationship with your mentee?
 very good good fair poor

9. Do you think that the time you spent with your mentee was sufficient?
 yes almost not really no

10. Do you think that the time you spent together was helpful for your mentee?
 yes somewhat not really no

11. Did you gain personally from this relationship?
 yes somewhat not much no
12. I would have preferred to meet less often with my mentee.
 yes sometimes rarely no
13. I would have preferred to meet more often with my mentee.
 Yes sometimes rarely no
14. What was most satisfying about the mentor program?
15. What was least satisfying about the mentor program?
16. What would you suggest to improve the mentor program?

Signature

Date

Return your completed form to Jackie Robinson.

Evaluation For Mentees

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?

excellent	very good	good	poor
-----------	-----------	------	------

2. Did you enjoy being part of this program?

yes	somewhat	not much	no
-----	----------	----------	----

3. Would you want a mentor next year?

yes	probably	not really	no
-----	----------	------------	----

4. Did you like your mentor?

yes	somewhat	not much	no
-----	----------	----------	----

5. Did you think meeting with a mentor was fun?

yes	somewhat	not really	no
-----	----------	------------	----

6. Would you have liked to meet with your mentor more often?

yes	a bit more	not much more	no
-----	------------	---------------	----

7. Did having a mentor help you do better in school?

yes	somewhat	not much	no
-----	----------	----------	----

8. Did you learn new things from your mentor?

yes	somewhat	not much	no
-----	----------	----------	----

9. Did you feel comfortable talking to your mentor about things, either good or bad?

yes	somewhat	not really	no
-----	----------	------------	----

10. Did you feel comfortable talking to your mentor program coordinator about your experiences, either good or bad?

yes	somewhat	not really	no
-----	----------	------------	----

11. List some of the activities you did with your mentor:

12. List something (if anything) that you learned from your mentor.

13. What did you like best about the mentor program?

14. What did you not like about the mentor program?

15. What do you think we should change or do differently next year?

Signature

Date

Return your completed form to Jackie Robinson.

**Beyond the First Three Months
Activities for the Mentor and Mentee**

- _____ Meet for lunch

- _____ Tour the campus

- _____ Visits to the Higher Education Centers

- _____ Tour the library with a member of the library staff

- _____ Review available resources

- _____ Attend a Forum

- _____ Visit the Holocaust Center

- _____ Tour the sports arena

- _____ Visit the police station

- _____ Tour Museum

- _____ Discuss Emergency Management

- _____ Visit the Center for Visual Arts

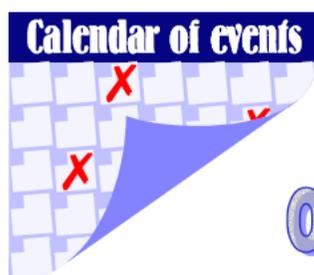
- _____ Go with the mentee to different places of interest on campus

- _____ Tour the Student Life Center

- _____ Show mentee around your school

- _____ Visit Learning Center

- _____ Tour the Career Center



A Year's Worth of Mentoring Activities

52 ideas, one for each week of the year:

(Cross them out as you do them!)

1. Set your mentoring goals together.
2. Make dinner together
3. Make popcorn and talk.
4. Go to a concert.
5. Tackle some homework.
6. Go out to dinner together
7. Go to a movie
8. Shoot some hoops.
9. Go to the Library together.
10. Just hang out.
11. Figure out how to program your VCR.
12. Learn about pop music.
13. Talk about life.
14. Give a tour of your current job.
15. Talk about your very first job.
16. Talk about planning a career.
17. Plan a career.
18. Get together with friends from work.
19. Visit a community college.
20. Visit a local technical school.
21. Talk about college.
22. Work on applications together.
23. Explore financial aid options.
24. Work on a resume.
25. Talk about dressing for success.
26. Do a pretend job interview.
27. Talk about how to look for a job.
28. Talk about where to find a job.
29. Find a summer job.
30. Set up a work internship.
31. Talk about making connections.
32. Talk about what it takes to get ahead.
33. Talk about health insurance.
34. Talk about taxes.
35. Talk about balancing work and life.
36. Talk about balancing a checkbook.
37. Talk about credit cards.
38. Talk about savings and investments.
39. Go bargain hunting.
40. Plan a week's worth of meals.
41. Go holiday shopping.
42. Write "thank you" notes.
43. Go to a house of worship.
44. Celebrate a friend's religious holiday.
45. Talk about relationships.
46. Talk about personal values.
47. Talk about the future.
48. Visit a convalescent hospital.
49. Discuss politics.
50. Share your culture and background.
51. Go hiking.
52. Do some volunteer work together.

Program Flyer

Sign up for the

**VCU Alumni Association
Richmond Promise
Mentor Program**

**VCU
ALUMNI
ASSOCIATION**

**BE A MENTOR OR
GET A MENTOR.
IT'S EASY.**

VCU students will be paired with Richmond Community High School students to be a **friend, role model and guide.** Pairs will meet for two hours, every other week between February and May. Training for selected VCU students is provided in January.



MORE | Contact | Jackie Robinson at robinsonjb3@vcu.edu
INFO | Additional information | Visit vcupromise.yclasite.com

-Compliments Barnside Advertising and Design Company (Barnsideadvertising.com)

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