East Sac County CSD Career High school E-mentoring Program Manual

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INTRODUCTION:

PROGRAM OUTLINE

Mission statement
East Sac Mentoring was created in order to involve local businesses in a greater capacity in the education of our County's students; with mentors coaching students on not only what their chosen career entails but also about expectations and various experiences that they have had transitioning into the working world.

Goals/purpose
- One-on-one mentoring
- Completely online platform
- Methodical matching of individuals
- Development opportunities for mentors
- Awards and recognition of participants

PROGRAM PHILOSOPHY

Having graduates find stable, meaningful work is a goal of many communities, including our own. However East Sac County Community School District (East Sac County CSD) has reason even greater than most in order to produce graduates who have vocational insights for their future. Historically, nearly half of students in attendance each year receive reduced or free lunches, meaning that these students are living in a financial situation whereby they lack adequate food and nutrition. While acceptance into the nutritional program is not solely based on income, gross income plays a large part. In the case of a family of 4 to be considered living in poverty in 2019 for example, their gross income needs to be at or below $25,750 a year.

East Sac Mentoring predicts that further education for high school students as to current job demands, trends and educational requirements will help the district's students acquire jobs suited to them sooner. Thus being able to better support not only their own family, but the community at large; whereby Sac County has roughly 10% of its occupants believed to live in poverty according to the 2018 population estimates from the US Census Bureau. Informing students about jobs available in the county and the region has the potential to have a monumental impact in the communities that support East Sac County CSD and the region as a whole.

PROGRAM BACKGROUND

This mentorship program serves the 10th and 11th-grade students enrolled at East Sac County CSD. These two grades are ideal for the program for two reasons. The

first reason to use high school-aged students is that they are the population most familiar and skilled with computers. With a program based fully online, there is a level of computer proficiency that is innately required. Likewise, high school students are at an age whereby they are more able to relate to adults. Being a mentor and a mentee requires common understandings to be met, and with jobs specifically, there are a number of situations that young people may be unable to relate to. Working with high school students will lead to fewer of these situations.

The second reason is to why the program chose to include sophomores and juniors only in this program. Both grades contain students that are not dealing with the stressors of big transitions. For first year students in the high school setting, they are focused on getting accustomed to the high school. Going to the right classes, managing their time in new ways and ultimately the harder coursework. For those in their final year of high school, they are trying to determine what their next path will take them. Whether into the workforce, the armed forces, community or technical schools, there are plenty of decisions that are being made during this year. Thus, those students in the 10th and 11th grades are not subject to the stressors to such an extent as stated for the other grades so the program targets them.

The high school is fed from the communities of Auburn, Carnarvon, Lake View, Sac City, Wall Lake and Yetter. The total high school population consists of 265 students in 2018, predominantly representing ethnically Caucasian backgrounds. Many of our students are also familiar with farming, and agricultural backgrounds.

Some facts about the district population:

- 2018 population estimated at **9, 719 people**
- There are **900 students** total in the East Sac County CSD ranging from pre-kindergarten to 12th grade
- **97.8%** of the population identifies with being racially white
- Median annual household income (in 2017) was **$53,254**
- **10.1%** of the population is considered to be below the poverty line according to recent estimates
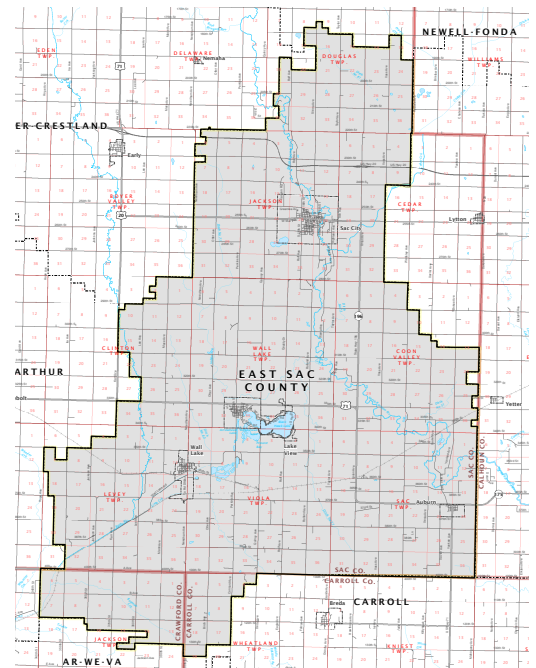
OPERATION:

HISTORY OF MENTORING

East Sac County CSD already has a strong mentoring program in place and running for the younger students in our district called *Fun Friends Mentoring*. Run by New Opportunities, it is focused primarily on building a supportive relationship between adult role models and elementary and middle school aged students. *East Sac Mentoring* will continue to build of the momentum of mentoring in the community by targeting older students.

Coincidentally both programs have been created with the help of the Iowa's regional mentoring partnership leader. Therefore, both programs used evidence-based research to support the running of the program and follow similar structures because both follow the benchmarks provided for successful mentoring programs set forth from by the Elements of Effective Practice. However, with different goals, these two programs will build off each other and provide a cooperative spirit of mentoring for all ages within the school district.

East Sac Mentoring had its start in the minds of the counseling staff working at East Sac County CSD in 2016. They wanted to create a program focused on careers, because it was an area in the department that was lacking depth. With support of the acting district superintendent Barb Kruthoff and school board, Amanda Miller and Becky Halbur went about getting the program started. With the addition of AmeriCorps VISTA in 2018 to help with the organizational aspects to start the program, *East Sac Mentoring* made its debut in the 2019-20 school year.

E-MENTORING

We chose to use e-mentoring with the high school students because of the vast usage of digital media and communication by today's youth as well as a means to recruit more mentors. Working adults typically have busy schedules, so having a digital platform for communication that is more flexible for their schedules, ought to promote greater participation. High school students grew up with technology, thus it is a platform that they are well versed and familiar with. Furthermore, being in a rural area lacking all the jobs locally that our students are interested in pursuing, having it online, allows for people in a larger radius the ability to partake.

Correspondingly, being web-based instead of face-to-face allows for greater security for both the mentor and the mentee. Conversations only occur via the online forum and have the ability to be monitored to ensure that both parties remain safe and appropriate, and follow rules about communication frequency and topics. Because all conversation occurs through the online application. *East Sac Mentoring* will be using an online communication platform made by the Iowa Mentoring Partnership

next year, but for the first year of the program, communication will be completed via email. Because we are not yet using the online platform we require that conversations to and from the mentor/mentee be sent through the Mentoring email. This allows for privacy for both the mentors and the mentees and allows the mentoring program administrators to monitor conversation frequency, topic and language in order to ensure the security and well being of all parties participating in the program. Further detail on the online portion of the program can be found in a later section.

TECHNICAL SUPPORT EXPLAINED

As stated earlier on this program manual, *East Sac Mentoring* was created with the support of both Iowa Mentoring Partnership and the National Mentoring Partnership (MENTOR). Working with these programs provided resources that these programs have collected regarding best practices to create and run successful mentoring programs. Their materials and recommendations are referenced in the following policies and procedures found in this manual, under the subtitle of a standard. A standard in this manual refers to a set of guidelines needed to develop a strong mentoring program. Under each standard is the word benchmark or enhancement. A benchmark is a practice that is associated with a research based best-practice, while a enhancement are those that are considered beneficial additions to programs that are not required to meet a standard.

RECRUITMENT POLICY

East Sac Mentoring runs only during the academic year, with this in mind, applications for being a mentor are desired in the summer and Fall semester. However, applications are open throughout the year, but matching with a student cannot be guaranteed during the present school year if accepted as a mentor. Because of the nature of the program, people of various jobs and career history are accepted, because there is a diversity of interests of those in the sophomore and juniors each year. However, it is highly encouraged for a mentor to be involved in the program once they have a couple of years working, the more experience means that there is more information and perspective to share.

All fully completed applications will be considered, regardless of work experience. Please take into consider what is expected of mentors which is listed in the "Who can Mentor" section. Those who do not meet the required criteria will not be accepted. If there are any questions about a particular or unique situation, please contact the program at the *East Sac Mentoring* email.

In order to recruit mentors in the program, there is exposure via the following means: school affiliated websites, posters in the community, word of mouth by

advisory board members and those involved as a volunteer (both mentee and mentor). Ideally, the program aims to recruit 50 mentors each year in order to fulfill the needs of interested mentees in eligible grades within the program. Recruitment measures and methods are authorized for updates every two years. Whereby changes must be put forth and accepted by the board and counselor team by majority vote.

MENTOR Standard 1: Recruitment

Benchmarks for Mentor Recruitment
B.1.1 – Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of mentoring in the program.
B.1.2 – Program utilizes recruitment strategies that build positive attitudes and emotions about mentoring.
B.1.3 – Program recruits mentors whose skills, motivations, and backgrounds best match the goals and structure of the program.
B.1.4 – Program encourages mentors to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the program, to be a mentor.
B.1.5 – Program trains and encourages mentees to identify and recruit appropriate mentors for themselves, when relevant.

Benchmarks for Mentee and Parent or Guardian Recruitment
B.1.6 – Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of being mentored in the program.
B.1.7 – Program recruits mentees whose needs best match the services offered by the program.

Enhancements for Mentor Recruitment
E.1.1 – Program communicates to mentors about how mentoring and volunteering can benefit them.
E.1.2 – Program has a publicly available written statement outlining eligibility requirements for mentors in its program.
E.1.3 – Program uses multiple strategies to recruit mentors (e.g., direct ask, social media, traditional methods of mass communication, presentations, referrals) on an ongoing basis.

Enhancements for Mentee and Parent or Guardian Recruitment
E.1.4 – Program has a publicly available written statement outlining eligibility requirements for mentees in its program.
E.1.5 – Program encourages mentees to recruit other peers to be mentees whose needs match the services offered by the program, when relevant.

SCREENING

The following screening is done in order to make sure that mentors are both well suited for mentoring but also willing to commit to the program. The screening process is outlined in the mentor application. This process must be completed prior to a match with a mentee:

- **Application**: A full application must be completed and returned to the high school. Incomplete applications will not be considered.
- **References:** Each person who is interested in becoming a mentor is asked to provide two individuals that the program staff can call to attest to the mentor's character. With this obligation, one can be a family member.
- **Background Check**: A criminal background check (and Child Abuse Registry check) is completed on all mentors. This is done free of charge for those who fill out an application. This is required for anyone seeking to work with our students, and a signature is required for us to complete this step.
- **Phone Interview**: In order to better understand our mentors, there is an interview conducted of every prospective mentor.
- **Training**: *East Sac Mentoring* has a training program for all mentors to complete. This should take approximately two hours to complete.

When someone applies to be a mentor there are is a set process in order to process the inquiry properly by the program staff. First one must follow the protocol found on the Mentor Requirement Checklist. It is important to mark when forms are returned and activities completed. Once all the tasks are completed including mentor training, someone is eligible for participating in the program. It is not required for the tasks to be completed in a specific order, only that they are completed within the course of a single year. All requests for information about the program are answered within a week, determination of acceptance as a mentor is determined and sent out within a month of the completion of all required tasks because the board meets once a month.

All materials and information provided by the mentor will remain confidential at the point of their initial paperwork is received. Whereby each volunteer will receive a number and will furthermore only be referenced in all paperwork by that ID code.

MENTOR Standard 2: Screening

Benchmarks for Mentor Screening
B.2.1 – Program has established criteria for accepting mentors into the program as well as criteria for disqualifying mentor applicants.
B.2.2 – Prospective mentors complete a written application that includes questions designed to help assess their safety and suitability for mentoring a youth.
B.2.3 – Program conducts at least one fact-to-face interview with each prospective mentor that includes questions designed to help the program assess his or her suitability for mentoring a youth.

B.2.4 – Program conducts a comprehensive criminal background check on prospective adult mentors, including searching a national criminal records database, along with sex offender and child abuse registries and, when relevant, driving records.

B.2.5 – Program conducts reference check interviews with multiple adults who know an applicant (ideally, both personal and professional references) that include questions to help assess his or her suitability for mentoring a youth.

B.2.6 – Prospective mentors agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or a minimum time commitment that is required by the mentoring program.

B.2.7 – Prospective mentors agree in writing to participate in face-to-face meetings with their mentees that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by their mentoring program.

Benchmarks for Mentee Screening

B.2.8 – Program has established criteria for accepting youth into the program as well as criteria that would disqualify a potential youth participant.

B.2.9 – Parent(s)/guardian(s) complete an application or referral form.

B.2.10 – Parent(s)/guardian(s) provide informed permission for their child to participate.

B.2.11 – Parent(s)/guardian(s) and mentees agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or the minimum time commitment that is required by the mentoring program.

B.2.12 – Parent(s)/guardian(s) and mentees agree in writing that mentees participate in face-to-face meetings with their mentors that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by the mentoring program.

Enhancements for Mentor Screening

E.2.1 – Program utilizes national, fingerprint-based FBI criminal background checks.

E.2.2 – Program conducts at least one home visit of each prospective mentor, especially when the match may be meeting in the mentor's home.

E.2.3 – Program conducts comprehensive criminal background checks on all adults living in the home of prospective mentors, including searches of a national criminal records database along with sex offender ad child abuse registries, when the match may meet in mentors' homes.

E.2.4 – School-based programs assess mentors' interest in maintaining contact with their mentees during the summer months (following the close of the academic school year) and offer assistance to matches in maintain contact.

E.2.5 – Programs that utilize adult mentors prioritize accepting mentor applicants who are older than college-age.

E.2.6 – Program uses evidence-based screening tools and practices to identify individuals who have attitudes and beliefs that support safe and effective mentoring relationships.

Enhancements for Mentee Screening

E.2.7 – Mentees complete an application (either written or verbally).

E.2.8 – Mentees provide written assent agreeing to participate in their mentoring program.

> **Benchmarks for Mentor screening that are relevant to our program**
>
> **B.2.1, B.2.2**, **B.2.4, B.2.5, B.2.6 & B.2.7**
>
> **Benchmarks for Mentee screening that are relevant to our program**
>
> **B.2.8, B.2.9, B.2.10**, **B.2.11 & B.2.12**

MENTOR TRAINING

The training for mentors consists of a PowerPoint presentation and training document that must be read. The training comprises of materials that mentors can reference later, if needed, that cover information regarding the requirements of the program, expectations and obligation of being a mentor, and relationship development throughout the time of the mentorship relationship. Additionally, the training provides support and resources for how to respond in various situations and role-play opportunities.

As part of the training, there will be an opportunity at the end of the training to exhibit to the program staff of a mentor's abilities so that it is documented that the particular mentor has completed the aforementioned training and are ready to be matched. That material will be provided at the end of the training materials. During the mentoring relationship additional mini-trainings will be provided, whereby additional materials not covered in the initial training is given. Some of which is recommended based off the evaluations that the mentors complete. Therefore, another reason for responding honestly to the evaluations that are sent out. None of these evaluations or additional trainings is extensive and expected to not be too strenuous to complete. It is not a requirement for mentors to complete these supplementary trainings. There is nothing that is sent to program staff after completion or lack thereof.

MENTOR Standard 3: Training

Benchmarks for Mentor Training
B.3.1 – Program provides a minimum of two hours of pre-match, in-person, mentor training.
B.3.2 – Program provides pre-match training for mentors on the following topics:
   a) Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination)
   b) Mentors' goals and expectations for the mentee, parent or guardian, and the mentoring relationship
   c) Mentors' obligations and appropriate roles
   d) Relationship development and maintenance

e) Ethical and safety issues that may arise related to the mentoring relationship
f) Effective closure of the mentoring relationship
g) Sources of assistance available to support mentors
h) Opportunities and challenges associated with mentoring specific populations of youth (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant
i) Initiating the mentoring relationship
j) Developing an effective, positive relationship with mentee's family, if relevant

B.3.3 – Program provides pre-match training for the mentor on the following risk management policies that are matched to the program model, setting, and population served:
a) Appropriate physical contact
b) Contact with mentoring program (e.g. who to contact, when to contact)
c) Relationship monitoring requirements (e.g., response time, frequency, schedule)
d) Approved activities
e) Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality)
f) Confidentiality and anonymity
g) Digital and social media use
h) Overnight visits and out of town travel
i) Money spent on mentee and mentoring activities
j) Transportation
k) Emergency and crisis procedures
l) Health and medical care
m) Discipline
n) Substance use
o) Firearms and weapons
p) Inclusion of others in match meetings (e.g., siblings, mentee's friends)
q) Photo and image use
r) Evaluation and use of data
s) Grievance procedures
t) Other program relevant topics

B.3.4 – Program uses training practices and materials that are informed by empirical research or are themselves empirically evaluated.

Enhancements for Mentor Training

E.3.1 – Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum for a total of six hours or more.

E.3.2 – Program addresses the following post-match training topics:
a) How developmental functioning may affect the mentoring relationship
b) How culture, gender, race, religion, socioeconomic status, and other demographic characteristics of the mentor and mentee may affect the mentoring relationship
c) Topics tailored to the needs and characteristics of the mentee
d) Closure procedures

E.3.3 – Program uses training to continue to screen mentor's for suitability to be a mentor and develops techniques for early trouble-shooting should problems be identified.

Enhancements for Mentee Training

E.3.4 – Program provides training for the mentee on the following topics:
   a) Purpose of mentoring
   b) Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination)
   c) Mentees' goals for mentoring
   d) Mentors' obligations and appropriate roles
   e) Mentee's obligations and appropriate roles
   f) Ethics and safety in mentoring relationships
   g) Initiating the mentoring relationship
   h) Effective closure of the mentoring relationship

E.3.5 – Program provides training for the mentee on the following risk management policies that are matched to the program model, setting, and population served:
   a) Appropriate physical contact
   b) Contact with mentoring program (e.g. who to contact, when to contact)
   c) Relationship monitoring requirements (e.g., response time, frequency, schedule)
   d) Approved activities
   e) Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality
   f) Confidentiality and anonymity
   g) Digital and social media use
   h) Overnight visits and out of town travel
   i) Money spent on mentee and mentoring activities
   j) Transportation
   k) Emergency and crisis procedures
   l) Health and medical care
   m) Discipline
   n) Substance use
   o) Firearms and weapons
   p) Inclusion of others in match meetings (e.g., siblings, mentee's friends)
   q) Photo and image use
   r) Evaluation and use of data
   s) Grievance procedures
   t) Other program relevant topics

Enhancements for Parent or Guardian Training

E.3.6 – Program provides training for the parent(s) or guardian(s) (when appropriate) on the following topics:
   a) Purpose of mentoring
   b) Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination)
   c) Parents' and mentees' goals for mentoring
   d) Mentors' obligations and appropriate roles
   e) Mentee's obligations and appropriate roles
   f) Ethics and safety in mentoring relationships
   g) Initiating the mentoring relationship
   h) Developing an effective, working relationship with your child's mentor
   i) Effective closure of the mentoring relationship

E.3.7 – Program provides training for the parent(s) or guardian(s) on the following risk management policies that are matched to the program model, setting, and population served:

a) Appropriate physical contact
b) Contact with mentoring program (e.g. who to contact, when to contact)
c) Relationship monitoring requirements (e.g., response time, frequency, schedule)
d) Approved activities
e) Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality)
f) Confidentiality and anonymity
g) Digital and social media use
h) Overnight visits and out of town travel
i) Money spent on mentee and mentoring activities
j) Transportation
k) Emergency and crisis procedures
l) Health and medical care
m) Discipline
n) Substance use
o) Firearms and weapons
p) Inclusion of others in match meetings (e.g., siblings, mentee's friends)
q) Photo and image use
r) Evaluation and use of data
s) Grievance procedures
t) Other program relevant topics

Benchmarks for Training that are relevant to our program

B.3.1, B.3.2, **B.3.3** & **B.3.4.**

MATCHING POLICY

East Sac Mentoring matches mentors and mentees based upon many factors including the use of answers from the mentorship application to find a "best fit" mentorship based on both mentees and mentors' interest areas, personal characteristics and skill sets. Every effort is taken in effort to match students who have an interest in a particular field with a mentor in a similar or associated field. If a mentee does not mention a desired career path, greater weight will be put on other factors. When the program makes a match, matching between a mentor and mentee of the same gender is not the main objective. If a mentee or mentor would prefer someone of their own gender, that can be taken into account to a greater extent when finding a match, but that occurs on a case-by-case basis.

The board determines a good match based off the *Rationale of a Match* Form that has been submitted by at least one person on the board or counseling staff and there is agreement on the finds by the respective bodies. When the board determines a

strong match, confirmation will be sent to the mentor, mentee and the parent/guardian of the mentee that a match has been created.

Since the first online communication between the mentor and the mentee is typically relatively awkward, there will be more structure to this first contact in comparison to future communication. If for some reason time constraints, personal differences or other issues prohibit either the mentor or the mentee's ability to perform to the prescribed communication level that is requested, there is a procedure to be completed by the leaving party prior to departing the mentorship program match. Such procedural material will be provided in the section titled "Closure Procedure." More detailed information about closing procedure will be provided at the time which premature closure occurs.

On the other hand, if program staff members receive information at any point in the match process that a volunteer is using illegal substances, evidence of a criminal history of any kind, or is inappropriately using alcohol or other controlled substances, the information will be shared with the parent/guardian and they will have the option to reject the prospective mentor or close the existing match.

MENTOR Standard 4: Matching & Initiating

Benchmarks
B.4.1 – Program considers the characteristics of the mentor and mentee (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of mentor, mentee, and parent or guardian; goals; strengths; previous experiences) when making matches.
B.4.2 – Program arranges and documents an initial meeting between the mentor and mentee as well as, when relevant, with the parent or guardian.
B.4.3 – Program staff member should be on site and/or present during the initial match meeting of the mentor and mentee, and, when relevant, parent or guardian.
B.4.4 – Mentor, mentee, a program staff member, and, when relevant, the mentee's parent or guardian, meet in person to sign a commitment agreement consenting to the program's rules and requirements (e.g., frequency, intensity and duration of match meetings; roles of each person involved in the mentoring relationship; frequency of contact with program), and risk management policies.

Enhancements
E.4.1 – Programs match mentee with a mentor who is at least three years older than the mentee.
E.4.2 – Program sponsors a group-matching event where prospective mentors and mentees can meet and interact with one another, and provide the program with feedback on match preferences.
E.4.3 – Program provides an opportunity for the parent(s) or guardian(s) to provide feedback about the mentor selected by the program, prior to the initiation meeting.
E.4.4 – Initial match meeting occurs at the home of the mentee with the program staff member present, if the mentor will be picking up the mentee at the mentee's home for match meetings.

E.4.5 – Program staff member prepares mentor for the initial meeting after the match determination has been made (e.g., provide mentor with background information about prospective mentee; remind mentor of confidentiality; discuss potential opportunities and challenges associated with mentoring proposed mentee).

E.4.6 – Program staff member prepares mentee and his or her parents or guardians for the initial meeting after the match determination has been made (e.g., provide mentee and parent(s) with background information about selected mentor; discuss any family rules that should be shared with the mentor; discuss what information family members would like to share with the mentor and when).

Benchmarks for matching that are relevant to our program

B.4.1, B.4.2, B.4.3 & **B.4.4**

MONITORING AND SUPPORT

Monthly, there will be polls sent out asking monthly for participants' opinion about how the program is going. Answering these with candidly allows for correct data collection as to if the program is meeting its annual goals or not and provide evidence to stake holders how to achieve stated goals in the future.

For mentees there will be additional evaluation in the form of the same questionnaire that was found on their initial application into the program. These evaluate the fluctuations exhibited among mentees through this assessment to see the positive impact of mentoring. For mentors there will an evaluation collected once matched. This evaluation is intended to measure the effectiveness of support the e-mentoring program has provided as well as the opinions of the mentors of its likelihood to accomplish its goals.

MENTOR Standard 5: Monitoring and Support

Benchmarks
B.5.1 – Program contacts mentors and mentees at a minimum frequency of twice per month for the first month of the match and once a month thereafter.

B.5.2 – At each mentor monitoring contact, program staff should ask mentors about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentor and mentee using a standardized procedure.

B.5.3 – At each mentee monitoring contact, program should ask mentees about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.

B.5.4 – Program follows evidence-based protocol to elicit more in-depth assessment from mentors and mentees about the quality of their mentoring relationships and uses scientifically tested relationship assessment tools.

B.5.5 – Program contacts a responsible adult in each mentee's life (e.g., parent, guardian, or teacher) at a minimum frequency of twice per month for the first month of the match and once a month thereafter.

B.5.6 – At each monitoring contact with a responsible adult in the mentee's life, program asks about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.

B.5.7 – Program regularly assesses all matches to determine if they should be closed or encouraged to continue.

B.5.8 – Program documents information about each mentor-mentee meeting including, at a minimum, the date, length, and description of activity completed.

B.5.9 – Program provides mentors with access to relevant resources (e.g., expert advice from program staff or others, publications, web-based resources, experienced mentors) to help mentors address challenges in their mentoring relationships as they arise.

B.5.10 – Program provides mentees and parents or guardians with access or referrals to relevant resources (e.g., expert advice from program staff or others, publications, web-based resources, available social services referrals) to help families address needs and challenges as they arise.

B.5.11 – Program provides one or more opportunities per year for post-match mentor training.

B.5.12 – Program provides mentors with feedback on a regular basis regarding their mentees' outcomes and the impact of mentoring on their mentees to continuously improve mentee outcomes and encourage mentor retention.

Enhancements

E.5.1 – Program conducts a minimum of one in-person monitoring and support meeting per year with mentor, mentee, and when relevant, parent or guardian.

E.5.2 – Program hosts one or more group activities for matches and/or offers information about activities that matches might wish to participate in together.

E.5.3 – Program hosts one or more group activities for matches and mentees' families.

E.5.4 – Program thanks mentors and recognizes their contributions at some point during each year of the mentoring relationship, prior to match closure.

E.5.5 – At least once each school or calendar year of the mentoring relationship, program thanks the family or a responsible adult in each mentee's life (e.g., guardian or teacher) and recognizes their contributions in supporting the mentee's engagement in mentoring.

Benchmarks for Monitoring and Support that are relevant to our program

B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.6, B.5.7, B.5.8, B.5.9, B.5.10, B.5.11 & B.5.12.

DISENGAGEMENT

Disengagement is described as when a mentee or the mentor is not meeting the minimum communication requirements of twice a week. In such cases the program follows the following procedure.

1. An email will be sent to the disengaged participant stating that they are not meeting the guidelines of the program. The mentor or mentee who has disengaged then has one week to change their habits.
2. If the detached member of the mentorship pair continues their actions during that second week, or it is reported again later in the relationship, that member will again receive email notification.
3. After receiving the second notification any further inadequate work on their behalf will result in match closure. Whereby the match closure documentation will be sent to all involved parties
4. Once a match has been formally closed, either party can choose to reapply to get a new program participant.

However, matching during the current academic year is not a guarantee due to program set up. If a particular mentor has more than two disengagement forms in the course of two consecutive academic years stating that they are disengaging, it will result in expulsion from the program. If a mentee receives two they also loose program eligibility. These forms are only documentation on a particular mentee/mentor match, therefore each time a mentor or a mentee gets a new match; they also would have a new form created.

East Sac Mentoring understands that the mentee and the mentor may have changes in their schedules that could led to only having a single conversation a week. If this happens on the odd occasion, it is not a problem. On the other hand, if it becomes frequent, initial disengagement notification will occur following the formerly stated phases. The mentoring staff monitors the frequency of conversations regularly.

CLOSURE PROCEDURE

Premature
In order to successfully close a match, the program requires both parties to complete a closing interview. This is as simple as a questionnaire, and should take no more than five minutes. The questionnaire informs program staff as to the reason why either party would like to leave the match and if they would like to find an alternative match in the current year or not. If there is a common reason that trend across matches closing premature, these surveys provide insight into what needs to be improved or changed.

If they are interested in going down this path at any time, materials will be sent out after contacting the e-mentoring email and requesting a match closure. There is a waiting period once the board is notified, to provide time to fill out the questionnaire, perform notification to relevant parties and complete other relevant documentation before a match is officially closed. And during that time there are standards that must be achieved with the match in order to navigate a smooth transition out of a match.

Timely

If a match is not closed during the course of the academic year, paperwork will automatically be sent to inquire about their feelings on extending the match for another year and their overall experiences. Presently, participants are able to extend their match for another academic year, meaning that they would be able to be matched with the same mentor/mentee for a total of 2 academic years (regardless if the mentee is a sophomore or junior when entering into the e-mentoring program). There is also no expectation to continue with a match if they are not interested, if they are interested in having a new mentor/mentee, which does not affect their chances of being re-matched the following year.

If after the program, a mentor and a mentee would like to continue their communication, such as after the student has been in the program for two years, the communication will have to be completed on another platform. *East Sac Mentoring* is only responsible and organizing the correspondences during the time the individuals are in the program. Moreover, this mentoring program is not legally responsible for any incidents that occur after the match with us has closed. At the program match, this information will be again shared with all relevant parties.

MENTOR Standard 6: Closure

<u>Benchmarks</u>
B.6.1 – Program has a procedure to manage anticipated closures, when members of the match are willing and able to engage in the closure process.
B.6.2 – Program has a procedure to manage unanticipated closures, when members of the match are willing and able to engage in the closure process.
B.6.3 – Program has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process.
B.6.4 – Program conducts exit interview with mentors and mentees, and when relevant, with parents or guardians.
B.6.5 – Program has a written policy and procedure, when relevant, for managing re-matching.
B.6.6 – Program documents that closure procedures were followed.
B.6.7 – Regardless of the reason for closure, the mentoring program should have a discussion with mentors that includes the following topics of conversation:
      a) Discussion of mentors' feelings about closure
      b) Discussion of reasons for closure, if relevant
      c) Discussion of positive experiences in the mentoring relationship
      d) Procedure for mentor notifying the mentee and his or her parents, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the mentee for closure
      e) Review of program rules for post-closure contact
      f) Creation of a plan for post-closure contact, if relevant
      g) Creation of a plan for the last match meeting, if possible
      h) Discussion of possible re-matching, if relevant

B.6.8 – Regardless of the reason for closure, the mentoring program should have a discussion with mentees, and when relevant, with parents or guardians that includes the following topics of conversation:

      a) Discussion of mentees' feelings about closure
      b) Discussion of reasons for closure, if relevant
      c) Discussion of positive experiences in the mentoring relationship
      d) Procedure for notification of mentor, if relevant, about the timing of closure
      e) Review of program rules for post-closure contact
      f) Creation of a plan for post-closure contact, if relevant
      g) Creation of a plan for the last match meeting, if possible
      h) Discussion of possible re-matching, if relevant

B.6.9 – Program has a written public statement to parents or guardians, if relevant, as well as to mentors and mentees tat outline the terms of match closure and the policies for mentor/mentee contact after a match ends (e.g., including contact using digital or social media).

<u>Enhancements</u>

E.6.1 – At the conclusion of the agreed upon time period of the mentoring relationship, program explores the opportunity with mentors, mentees, and (when relevant) parents or guardians to continue the match for an additional period of time.

E.6.2 – Program host a final celebration meeting or event for mentors and mentees, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship.

E.6.3 – Program staff provide training and support to mentees and mentors, as well as, when relevant, to parents or guardians, about how mentees can identify and connect with natural mentors in their lives.

Benchmarks for closure that are relevant to our program

All stated are relevant and included in our program.

EVALUATION

Basing its initial structure off of research, *East Sac Mentoring* continues research-based practices. First and foremost, we measure the human capacity in the program. Such will be measured by keeping record of the number of mentors and mentees partaking in the program each year, retention rate of mentors across years, the number of new mentors brought in each year, attendance at year end celebration and other such values to access the scope of the program. In order to measure these and other figures, the program staff will be collecting participation data from the participants in the *East Sac Mentoring.* Simply keeping record of participation at various levels will allow us insight of this information.

In addition to building a lasting fixture of the community, the program also aims to make an impact on lifelong learning and the ability for those who go through the mentoring program to reach their career aspirations. The school district already

receives data on postsecondary education training, and that data will also be taken in to account in our data analysis to measure impact. However, these factors are harder to measure. For that it is based off of alumni responses at class reunions regarding what career they have attended and examining those to those who graduated high school and did not participate in the career mentoring program. Program staff will complete this work when those times arise.

The program coordinator, in conjunction with the board will be compiling the results of the evaluations to provide data generalizations and visual illustrations of the impact of this program to both the general public, as well as to the school board.

E-MENTORING CORRESPONDENCE

The program coordinator will approve a mentor/mentee into the program when they have completed all paperwork and the appropriate screening procedures have occurred. When matched, message alerts will be sent via the email that was provided, but communication between the mentoring pair requires correspondence through the ESCadvisoryboard@gmail.com email account. We do this in order to keep privacy of both individuals.

MENTORS:

WHO CAN MENTOR?

- Mentors must be at least 21 years of age at the start of the e-mentoring program.

- Mentor must agree to commit to half of the academic year commitment to the mentoring program.

- Provide copy of valid state-certified picture identification.

- Mentors will be asked about their career and various topics of their adult life. For that reason, having good communication skills via written formats is ideal.

- Mentors must have access to a computer or Internet service in order to complete the e-mentoring bi-weekly communication requirements with their mentee.

- To ensure safety of all participants in the program, the mentor must provide two adult, non-related references.

- Mentor must complete required mentor training

- Mentors must complete all required screening and paperwork prior to matching with any student.

- Mentors risk exclusion from the program after initial acceptance should if it is determined that they have falsified any written or verbal information during the screening process.

WHAT IS A MENTOR?

Being a mentor in East Sac County CSD's program will require volunteers to communicate biweekly with their mentee. The initial communications will focus on building the groundwork for the mentorship relationship. Sharing information that is primarily tailored to let both the mentee know the mentor better, as well as for them to understand the background, interests and personality of their mentor.

After that initial period, topics will cover career and adulthood topics. All topics will be provided prior to the mentor and the mentee so that they know where discussion should be going. There are not to be meetings in person between the mentor and

mentee during the mentorship period. The only time at which a mentor and mentee will be permitted to meet will be at the end of the year ceremony, whereby the pairs will be revealed.

Furthermore, East Sac County is aware the social media is prevalent in both our student population and the general population; however, neither mentors nor mentees are allowed to share social networking information with their mentee. The mentoring relationship is not one to gain a Facebook friend or a follower on Instagram. In addition, keeping communication on the online platform protects both the mentor and the mentee's safety, and monitoring conversation on other platforms is not possible.

HOW TO SIGN UP?

In order to become a mentor, one must sign up online at the e-mentoring website. It can be found by either going to the East Sac County CSD website or going to the schools ESC Careers website. After one submits their contact information, then they will be sent the additional paperwork to be filled out and returned to the high school. In order to be able to communicate, there are additional steps that must be taken, which are described in the section titled e-mentoring portal.

MENTEES:

WHO WILL BE IN THE PROGRAM?

- Mentees must be in either the 10th or 11th grade in the high school, this includes those in those grades attending the Flexible Education Center in Sac City.

- Mentee must agree to commit to half an academic year commitment to the mentoring program.

- Provide signed parent/guardian consent form (including the signed contract) to the program coordinator

- Mentees must fully complete and turn in the mentorship application form (including the pre-program questionnaire) to the program coordinator for matching purposes

- Mentee must have access to a computer or Internet service in order to complete the e-mentoring bi-weekly communication requirements with their mentor.

- Mentees like mentors, risk exclusion from the program after initial acceptance it is found that they falsified written information on the parent/guardian consent form.

HOW TO SIGN UP?

In order to become a mentee, one must sign up online at the ESC mentoring website. It can be found by either going to the East Sac County CSD website or going to the schools ESC Careers website. After indicating their interest online, they will receive all additional forms and information from the program coordinator. In order to be able to communicate, there are additional steps that must be taken, which are described in the section titled e-mentoring portal.

PRIVACY:

ETHICS AND CONDUCT POLICY

The East Sac County CSD and the affiliated e-mentoring program operates within the guidelines of making a safe and secure communication between students in our district and responsible adults in our community. With that, the program is obligated to make sure that all individuals involved are aware of our stance of trust, communication and conduct for communication.

The following policies on confidentiality, behavior and confidentiality of the program staff, mentors and mentees are intended to facilitate trust in our program. And further create trust in regards to sharing personal information in the relationships that are formed.

In many of the cases for mentee and mentor, following one's own "good-judgment" will get one far and will lead to acceptable conduct and communication. If one feels at any time that they are in a situation that is not following these guidelines, or if they are unsure, please reach out to the program coordinator at the e-mentoring email provided at the beginning of this document. All individuals affiliated with the program are expected to be in compliance with the stated policies.

PRIVACY POLICY

East Sac Mentoring will be keeping documentation regarding communication frequency to ensure that communication between mentor and mentee continue to be fluid throughout the mentorship year. Documentation of the actual conversation between mentor and mentee is accessible only to the program coordinator to monitor to ensure that communication between the mentor and the mentee during the mentorship period. Therefore, the program coordinator is considered the holder of all confidential records.

East Sac Mentoring is organized with the intention to protect the confidentiality of all of its participants. Staff will only share information about mentors and mentees with those on the e-mentoring advisory board as needed to enhance program performance and outcomes. Additionally, mentors and mentees are required to keep any and all sensitive information confidential. All records therefore are not available for review by mentors, mentees, or parents/guardians. If a violation of such policy is discovered it may result in penalties as harsh as ejection from the mentoring program.

Members of the advisory board will have access to communication files as well as survey responses when the board authorizes a formal motion to do so. In such cases, only the individuals whose information is needed shall the forms accessed. Any

violation of the programs confidentiality policy by a board member will be cause for his/her removal from the board.

The program requests volunteer's social security number (SSN) in order to process and provide a thorough background check and verify employment and residence history of applicants to the mentoring program. *East Sac Mentoring* will not disclose a volunteer's SSN without the consent of that volunteer to any other entity than *3rd degree screening* which is performing the background screening service. Failure to provide a SSN may result in the greater time requirements that may delay the process of acceptance into the program. SSN will not be used within the programs tracking system and aims to minimize the use of SSN within its paperwork and fillable documents.

LIMITS ON CONFIDENTIALITY

Information from mentor and mentee records may be shared with individuals or organizations as specified below under the following conditions:

1. Identifying information (including names, photographs, videos, etc.) of program participants may be used in agency publications or promotional materials only upon written consent of the mentor, mentee, and/or parent/guardian.

2. Members of the Board of Directors have access to participant files only upon authorization by a formal motion of the board.

3. Information may only be provided to law enforcement officials or the courts pursuant to a valid and enforceable subpoena.

4. Information may be provided to legal counsel in the event of litigation or potential litigation involving the agency. Such information is considered privileged information, and law protects its confidentiality.

5. Program staff and volunteers are mandatory reporters and as such must disclose information indicating that a mentor or mentee may be dangerous to or intends to harm him/herself or others

6. At the time a mentor or mentee is considered as a match candidate, information is shared between the prospective match parties. However, the full identity of the prospective match mate shall not be revealed at this stage.

VIOLATIONS OF CONFIDENTIALITY

A known violation of the agency policy on confidentiality by a program participant may result in a written warning or disciplinary action such as suspension or termination from the program.

BEHAVIORAL EXPECTATIONS

East Sac Mentoring expects matches to behave appropriately during online communication. Unacceptable behaviors may lead disciplinary action as determined by the board, up to termination and exclusion from current and future mentoring opportunities. The expectations of both the mentor and mentee can be found on the consent forms that were signed by both the mentor and the mentee prior to being matched.

Those not listed on the consent form include, but are not limited to…

- Criticism or belittlement of any mentee or mentor and their respective parent/guardians or family members based off of race, socioeconomic background, age or other features as stated on the School District's Non-discrimination Statement.

- Prejudice of any participant's political or religious institutions or their leaders.

- Any written contact that shows hostility, or aversion toward an individual for reasons not mentioned above including those that relate to the intent to cause bodily harm or injury.

- Out of line and unbefitting language or innuendos for the mentoring relationship used during chat communications.

Formal notification will be sent to relevant parties if any behavioral expectations are not being met. If one is unsure as to if a response they want to send or a response that they received does not meet the behavioral expectations written out on signed documents, please contact the advisory board with questions and they will respond promptly.

PAPERWORK:

MENTOR APPLICATION

Thank you for your interest in participating in *East Sac County Mentoring.*

Our goal to is create a program that will encourage the development of a meaningful online relationship between each mentor and mentee that will aid the mentee in learning about careers. To participate, there is a screening process that must be completed.

First, please fill out the contact and reference sheets provided bellow. That will help us to complete a mentor screening of your application. All information you provide in the bellow form will be kept confidential. After a routine background check, if accepted you will then be asked to participate in a training program.

Second, we want to know more about you and your interests and skills so we can better match the interests of mentors and mentees. Please answer the 'About Me' questions so that we can match you with an individual who has similar interests. Please take the time to answer the brief list of questions below, for the more honest with your answers the better the match we will be able to make.

REFERENCES

To ensure the safety of the program participants, *East Sac County CSD* will be checking personal references on every applicant. Please list two people who know you well and can attest to your character, skill and dependability. Only 1 can be a family member.

Reference 1:
Name (Last, First): _____

Phone:_____ Phone type: Personal ☐ or Work ☐

Work E-mail: _____

Relationship: (choose one) Clergy ☐ Family ☐ Friend ☐ Teacher ☐ Work Associate ☐ or Neighbor ☐

Reference 2:
Name (Last, First): _____

Phone:_____ Phone type: Personal ☐ or Work ☐

Work E-mail: _____

Relationship: (choose one) Clergy ☐ Family ☐ Friend ☐ Teacher ☐ Work Associate ☐ or Neighbor ☐

CONTACT SHEET

Personal Information:
Name (Last, first, middle): _____

Maiden Name: (if applicable) _____

Gender: (Check one) Female ☐ or Male ☐

Date of Birth: (mm/dd/yy) ____/____/____

Ethnic Background(s): (Check all that you identify) Anglo ☐ African-American ☐ Asian ☐ Hispanic ☐ Native American ☐ or other ☐ _____

Social Security #: _____

City: _____ State: _____ Zip: _____

Home Phone (if applicable): _____

Cell Phone (if applicable): _____

Preferred method of contact: Home phone ☐ cell phone ☐ or email ☐

Previous Addresses:
(Please list all residences for the past five years, starting with the most recent.)

Have you been convicted of a crime: Yes ☐ or No ☐

If yes, please explain the nature of the crime and the date of the conviction and disposition (Conviction of a crime does <u>not</u> result in automatic ineligibility).

Work Information:
Job Title: _____ Company Name: _____
Work Address: _____

Work Phone: _____

ABOUT ME SHEET

1. Why do you want to take part in this program?

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2. Have you worked with youth before? (Check one) Yes ☐ or No☐

If yes, please explain in what capacity you have worked with youth.

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3. What do you do for your current employer? (Briefly explain your current job responsibilities)

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4. Please list your hobbies (two to three hobbies will suffice)

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5. What was your experience in high school?

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6. If you could were Ruler of Earth for one week, what would be the three things that you would do/change?

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7. When you were in high school what did you want to be after you graduated?

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8. What does success mean to you?

9. Which of the words below do you think describe your personality?

☐Quiet ☐Shy ☐Nervous ☐Withdrawn ☐Outgoing
☐Talkative ☐Friendly ☐Insecure ☐Inquisitive ☐Adventuresome
☐Confident ☐Spiritual ☐Sensitive ☐Happy ☐Moody
☐Articulate ☐Calm ☐Curious ☐Disciplined ☐Serious

10. What would you like to get out of being a mentor?

11. Do you give consent to the use of any photographs of yourself for promotional purposes?

☐Yes ☐No

12. Do you sincerely feel you are able to make at least a half an academic year commitment?

☐Yes ☐No

13. Do you sincerely feel you will be able to meet the *minimum* commitment of talking online twice a week with a student?

☐Yes ☐No

FINAL CONFIRMATION

I, _____ (full name), want to serve as a mentor for *East Sac Mentoring*. All information that I submitted in this application including information on prior jobs, criminal history and prior addresses are correct to the best of my knowledge. Furthermore I am aware that all information that I have provided will be used to assess my suitability in *East Sac Mentoring*. If information is either misrepresented on this form, omitted or provided incorrectly in the attempt to mislead the program staff in their decision, I am cognizant that it may lead to immediate removal from the program as a mentor if already accepted or rejection of the application if found prior.

I understand that a third-party investigative agency will be conducting a background check on all volunteer applicants prior to their acceptance into the program. Any information obtained by the investigative agency conducting the background check will be used only in connection with the applicant's participation in *East Sac Mentoring*.

By my signature below, I authorize 3rd Degree Screening to conduct the background check for *East Sac Mentoring* and to make investigations and inquiries as necessary for purposes of my participation in this program. I also authorize all law enforcement agencies and courts to release information, if any, concerning me to 3rd Degree Screening. This authorization does not include the release of any medical information. If accepted as a volunteer for *East Sac Mentoring*, I agree to adhere to the Online Safety and Program Guidelines outlined in connection with *East Sac Mentoring*

----------------------------------   -----------------------------
Signature   Date

MENTEE APPLICATION

Name: _____

First   Middle   Last

What gender do you identify as: _____

Ethnic Background(s): (check all that you identify with) Anglo ☐ African American ☐

Asian ☐ Hispanic ☐ Native American ☐ or other ☐ _____

Grade level: _____

Your e-mail address: _____

Guardian's name: _____

Guardian's e-mail address: _____

Phone number: _____

Phone type: Home phone ☐ cell phone ☐ or work phone ☐

Guardian's preferred method of contact: phone ☐ or email ☐

Career Interests:
1. What do you want to do after high school?

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2. In which of the following areas do you think you'd like to have a career? (Check all that apply)

☐ Advertising	☐ Business	☐ Architecture	☐ Art
☐ Auto repair	☐ Aviation	☐ Cooking	☐ Computers
☐ Construction	☐ Trade	☐ Education	☐ Electronics
☐ Engineering	☐ Fashion	☐ Public service	☐ Forestry
☐ Insurance	☐ Law	☐ Management	☐ Math
☐ Medicine	☐ Military service	☐ Entrepreneurship	☐ Government
☐ Postal service	☐ Public relations	☐ Radio	☐ Recreation
☐ Religion	☐ Sales	☐ Secretarial work	☐ Manufacturing
☐ Television	☐ Transportation	☐ Writing	☐ No idea

3. What are your hobbies and interests?

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4. Check any of the words below that you think describe your personality.

☐Quiet	☐Shy	☐Nervous	☐Withdrawn	☐Outgoing
☐Talkative	☐Friendly	☐Insecure	☐Inquisitive	☐Adventuresome
☐Confident	☐Spiritual	☐Sensitive	☐Happy	☐Moody
☐Articulate	☐Calm	☐Curious	☐Disciplined	☐Serious

5. Do you participate in any extracurricular activities outside of school (e.g., Boy/Girl Scouts, youth programs)? If yes, explain:

6. What would you like to learn more about or become better at with the help of a mentor?

7. What three words best describe you?

STUDENT PRE-PROGRAM QUESTIONAIRE

This questionnaire will allow us to measure the effect of the career e-mentoring program on youth like you. To continue to produce a thriving program, your input is vital, so answer each question *honestly*; there are ***no right or wrong answers***. Please do not answer the question with the goal of answering only with positive feedback, because that's not honest. The only person to see your answers will be the program coordinator, who will keep all information gathered today confidential. Lastly, thank you for taking part in our program and for answering this questionnaire.

Your Name: _____ Date: _____

Please CHECK ONLY ONE BOX per item.

How many *adults in your life* (parents, teachers, counselors, relatives, friends, etc.) do the following	None	One	2–3	4–5	6 or more

things for you?					
a. Offer help with schoolwork?	☐	☐	☐	☐	☐
b. Say something nice when you do something good?	☐	☐	☐	☐	☐
c. Pay attention to what's going on in your life?	☐	☐	☐	☐	☐
d. Get on your case if you mess up or make a mistake?	☐	☐	☐	☐	☐
e. Offer help if you feel physically threatened? For example, if someone was going to hit you or beat you up?	☐	☐	☐	☐	☐
f. Offer help in an emergency?	☐	☐	☐	☐	☐
g. Offer advice about personal problems, such as a problem with a friend?	☐	☐	☐	☐	☐
h. Offer help if you were really upset or mad?	☐	☐	☐	☐	☐

How important is each of the following to you in your life?	Not At All	Somewhat Important	Important	Very Important
a. Doing the best I can in school. *(part of school engagement scale above)*	☐	☐	☐	☐
b. Doing what I believe is right, even if my friends make fun of me.	☐	☐	☐	☐
c. Standing up for what I believe, even when it's unpopular to do so.	☐	☐	☐	☐
d. Telling the truth, even when it's not easy.	☐	☐	☐	☐

How often are the following true for you?	Never	Sometimes	Often	Very Often
a. I pay attention in class.	☐	☐	☐	☐
b. I often come to class unprepared.	☐	☐	☐	☐
c. I don't try very hard in school.	☐	☐	☐	☐
d. I work very hard on my schoolwork.	☐	☐	☐	☐

How important is each of the following to you in your life?	Not At All	Somewhat Important	Important	Very Important
a. Accepting responsibility for my actions when I make a mistake or get in trouble.	☐	☐	☐	☐
b. Doing my best even when I have to do a job I don't like.	☐	☐	☐	☐
c. Helping to make the world a better place in which to live.	☐	☐	☐	☐
d. Giving time or money to make life better for people.	☐	☐	☐	☐

When you're faced with a problem or difficult situation, how likely are you to do the following?	Not At All Likely	Not Very Likely	Somewhat Likely	Very Likely
a. Go over in my mind what I will say or do.	☐	☐	☐	☐
b. Forget the whole thing.	☐	☐	☐	☐
c. Come up with a couple of different solutions to the problem.	☐	☐	☐	☐
d. Try not to act too hastily or follow my first hunch.	☐	☐	☐	☐
e. Talk to someone to find out more about the situation.	☐	☐	☐	☐
f. Try to see things from the other person's point of view.	☐	☐	☐	☐
g. Ask someone I respect for advice.	☐	☐	☐	☐
h. Go on as if nothing is happening.	☐	☐	☐	☐
i. Wait to see what will happen before doing anything.	☐	☐	☐	☐
j. Talk to someone about how I'm feeling.	☐	☐	☐	☐
k. Accept sympathy and understanding from someone.	☐	☐	☐	☐
l. Talk to someone who can do something to solve the problem.	☐	☐	☐	☐
m. Make a plan of action and follow it.	☐	☐	☐	☐

THANK YOU FOR COMPLETING THIS SURVEY FOR OUR E-MENTORING PROGRAM
Please return to the Program Coordinator with the rest of the application packet.

PARENT OR GUARDIAN LETTER

Dear Parent/Guardian:

Your student has chosen to participate in *East Sac Mentoring*. In the program, they will be matched with an adult volunteer mentor who will converse with him/her online twice weekly about topics relevant to career exploration and development. The online communication between your student and the mentor will be monitored and structured. Mentees and mentors are prohibited from meeting face-to-face, on the telephone, or at any other place on the Internet that is not authorized through the *East Sac Mentoring*.

The school feels that your student will greatly benefit from having another positive adult role model in his/her life and hopes that the relationship will lead to increased career mindfulness. The mentors have been thoroughly screened and investigated by 3rd degree screening.

Your student will be asked to complete three questionnaires —one before they are matched with a mentor, one a couple months after and the third near the end of the program. The goal is to measure the support that our mentoring program provides. All information gathered is strictly for the purposes of evaluating the program and will be kept confidential. A report summarizing the broader findings will be created to help strengthen the East Sac County CSD high school e-mentoring program in these early years.

We feel that these caring adult volunteers will be making an excellent contribution to the quality of education in our school. We hope that you will approve of having your child participate in this new program. If you would like your child to participate, please grant your permission by signing the permission slip and filling out the mentee and parent/guardian contract. Our program manager will soon be in contact with you about your child's new mentor when the following documents are returned to the high school.

Thank you for your time. If you have any questions, please do not hesitate to contact us at **ESCadvisoryboard@gmail.com**.

Sincerely,

_____

Program Coordinator

PARENT/GUARDIAN PERMISSION SLIP

I give permission for my high school student, _____,

<div align="right">(Student Name)</div>

to participate in *East Sac Mentoring*. I understand the nature and rules of the school's e-mentoring efforts and reserve the right to withdraw my student from the program at any time. I give permission for my child's survey results to be released to the Program Coordinator in order to best support my child's achievement.

___ (Initials of parent/guardian) I grant permission for my student, to participate in this program and be matched with a mentor. I agree that all communication between them and his or her mentor will be kept confidential and that should my son or daughter violate this confidentiality he or she may be excluded from future participation in this program.

____ (Initials of parent/guardian) I grant permission for my student, to take the three questionnaires.

_____   _____

<div align="center">Parent/Guardian Signature   Date</div>

PARENT/GUARDIAN & MENTEE CONTRACT

I, _____, agree to participate in *East Sac*
            (Student name)
Mentoring. I understand that the mentor is a volunteer who wants to help me to be a success in school and in life and will act as an advisor, and role model. I understand that the mentor agrees, for one academic year, to communicate with me twice weekly.

In return, I agree to:

- Try hard to have a good relationship with the mentor;
- Respond in a timely matter to my mentor's messages;
- Notify my mentor if I will be unable to communicate during a time period for any reason;
- Respect the guidelines set by my mentor;
- Attend all required program questionnaires
- Abide by the rules and regulations of the program;
- Communicate with the program coordinator if I feel uncomfortable or experience problems at any time during the program; and

I understand that if I continually fail to respond to my mentor's messages or follow these stated guidelines I may lose the privilege of participating in the *East Sac Mentoring*.

_____   _____

Parent/Guardian Signature   Mentee Signature

_____

        Date

MATCH RATIONALE FORM

This form is the form at which someone follows in order to match a mentor with a mentee. Please follow the form's guidelines to ensure that a match and a mentee have the best chances of having a successful mentoring relationship. And provide insights to the board in order to match individuals in the future as well as support this current match as much as possible. This match will need 2 completed forms in order to be matched.

Mentor ID: _____   Mentee ID: _____

Commonalities (C) or differences (D): *Mark with either a C or a D next to each statement to indicate if the mentor and the mentee that we are planning to match are the same or different.*

Characteristic of the match	C / D
Job Field	
Gender	
Ethnic background	
Hobbies	
Favorite movie genre	
Favorite book genre	
Favorite animal class (reptile, birds, invertebrate, mammals, amphibians & fish)	
Family member	
Circled personality trait	
Goal after high school	
Other factors you believe need consideration insert below	

Requirements: *Circle the appropriate response of the match pair in consideration*

Mentor is at least 5 years older than the mentee: Y   N
Mentor and mentee are not related: Y   N
You believe they will be a strong match: Y   N

Concerns: *Are there any concerns that you see as a potential downfall of this match, that we should put forth extra attention towards during the match year?*

MATCH WITHDRAWL CHECKLIST

Mentor ID Code: _____   Mentee ID Code: _____
CIRCLE WHO IS DISENGAGING: MENTOR   or   MENTEE

Task	Date
Submitted **initial** email regarding detachment with match to individual	
Submitted **second** email regarding detachment with match to individual (1 week after first if continues)	
Sent formal paperwork regarding closing the match to individual	
Sent match closure information to parental guardian	
Sent match closure information to mentor/mentee if applicable	
Contact with their mentor/mentee about staying in program	

CIRCLE THE RESPONSE YOU RECEIVE FROM THE RESPECTIVE PARTY

Mentor Wants to reapply	Mentee wants to reapply	Date
Yes	Yes	
No	No	

COMPLETE IF RELEVANT TO THE PARTY INVOLVED

New Mentee ID code: _____

Mentor ID code:_____

Mentee's new match

New Mentor ID code: _____

Mentee ID code: _____

Mentor's new match

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MATCH CLOSURE CHECKLIST

Mentor ID Code: _____   Mentee ID Code: _____

CIRCLE WHO WANTED TO END IT: MENTOR   or   MENTEE

Task	Date
Submitted initial request to end match	
Sent formal paperwork	
Received formal paperwork back	
Sent match closure information to parental guardian	
Exit interview conducted	
Contact with mentee of end of match	
Received confirmation to end match (2 weeks after 1st request)	

CIRCLE THE RESPONSE YOU RECEIVE FROM THE RESPECTIVE PARTY

Mentor Wants to reapply	Mentee wants to reapply	Date
Yes	Yes	
No	No	

COMPLETE IF RELEVANT TO THE PARTY INVOLVED

New Mentee ID code: _____

Mentor ID code:_____

Mentee's new match

New Mentor ID code: _____

Mentee ID code: _____

Mentor's new match

MATCH CLOSURE FORMAL EXIT PAPERWORK

A. Program Assessment
How user friendly is the web interface?
- ☐ Extremely user-friendly
- ☐ Very user-friendly
- ☐ Somewhat user-friendly
- ☐ Sot so user-friendly
- ☐ Not at all user-friendly

How often did you experience problems with the online platform (not sending messages, crashing, freezing etc.)?
- ☐ Extremely often
- ☐ Very often
- ☐ Somewhat often
- ☐ Not so often
- ☐ Not at all

When you get a job and come of age to participate as a mentor how likely would you?
- ☐ Extremely likely
- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not so likely
- ☐ Not at all likely

Overall, were you satisfied or dissatisfied with your experience with *East Sac Mentoring*?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

In your opinion, which of the following needs improvement in our program? Select up to 3.
- ☐ Matching methods
- ☐ Communication between staff and mentee
- ☐ Diversity of mentor careers
- ☐ Lack of motivation by mentors
- ☐ Time commitments
- ☐ Lack of direction for communication
- ☐ General program structure
- ☐ Other (please specify):

    _____

In your own words, what are things that you like most about the program?

_____

_____

Did you feel supported by the mentoring staff during your time in the program?

0 – not at all	1	2	3	4	5 - always

B. Impact Assessment

How much of an impact do you feel you had on your mentor?
- ☐ A great deal of impact
- ☐ A lot of impact
- ☐ A moderate amount of impact
- ☐ A little impact
- ☐ No impact at all

How well did the mentoring relationship meet your expectations?
- ☐ Much better than expected
- ☐ Better than expected
- ☐ About what I expected
- ☐ Worse than expected
- ☐ Much worse than expected

What type of effect do you feel participating in this mentoring program has on your life?
- ☐ Very positive
- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ Very negative

How often did you recommend the program to another student at the school?
- ☐ Extremely often
- ☐ Very often
- ☐ Somewhat often
- ☐ Not so often
- ☐ Not at all

C. Mentorship Assessment

How well did you and your mentor work together?
- ☐ Extremely well
- ☐ Very well
- ☐ Somewhat well
- ☐ Not so well
- ☐ Not at all well

How successful were you and your mentor in staying on topic?

0 – not at all	1	2	3	4	5 - always

What is the reason for you choosing to close the mentorship relationship?
- ☐ Lacking enough time to commit
- ☐ Moving out of the district
- ☐ Match with mentor was not well-suited
- ☐ Change in class schedule
- ☐ Dislike how the program is run
- ☐ Not enough resources provided
- ☐ Other (please specify):

_____

How true are the following statements?

I **enjoyed** being a career mentee.

0 – not at all	1	2	3	4	5 – very true

I have a **better** of what employers are currently looking for in their staff.

0 – not at all	1	2	3	4	5 – very true

I think that I am **no more** prepared for the workforce than before being mentored.

0 – not at all	1	2	3	4	5 – very true

I would be **less likely** to seek employment by the employer of my mentor after this experience.

0 – not at all	1	2	3	4	5 – very true

How often did you look forward to the messages you were receiving from your mentor?
- ☐ Always
- ☐ Most of the time
- ☐ About half the time
- ☐ Once in a while
- ☐ Never

I want to be re-matched (circle answer):   Y   N

Are there any additional comments or concerns you would like us to know about?
_____
_____