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The documents and forms in this program guide may also be downloaded from our website by clicking on Mentor Coordinator at www.healthiersf.org/mentoringforsuccess.

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- Parent/Guardian Notification of Match Completion

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- Pretest Survey Administration Guidelines
- Evaluating Online Logs
- Mentor Activity Log

## 8. REFERENCES
Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult who provides acceptance, support, encouragement, guidance and concrete assistance to promote healthy youth development and student success.

What is the SHP Student Mentor Program?
- A research based school-based mentoring program coordinated by SHP designed to build student assets to address issues such as skills for school success, behavior, attendance, and problem solving/conflict management.

Who are the mentors?
- School staff (e.g. teachers, paraprofessionals, and support staff – any staff member with the proper clearance and background check to work with students), ExCEL After School Program staff, and community volunteers are recruited as mentors.
- Mentors are volunteers and currently stipends are not available.

What are mentors required to do?
- Mentors spend approximately one hour each week during the school year with their students involved in a variety of asset building activities (e.g. journal writing, reading, games, sports, art, etc.). “Mentoring For Success” mentors log time in an online evaluation system and also maintain contact and meet during the summer months.
- Mentors and students meet during the school day and/or during after school program hours.
- Visits off school premises or during weekends are not required. Such visits are allowed only with parent permission and must not involve use of the mentor’s personal vehicle without proper SFUSD clearance.

How do we select students for the program?
- Students may be referred by the Student Assistance Program (SAP), Foster Youth Services (FYS), Families and Youth in Transition (FYIT), Student Success Team (SST), Student Attendance Review Team (SART), ExCEL After School Program (ASP), administrators, teachers or other identified sources.
- Students must willingly participate and parental consent is required.
How much effort and time are involved in starting this program?

- An initial training is hosted by SHP to provide an overview of the program model and to develop action plans for implementing the program at your site.
- A Mentor Program Site Coordinator (Site Coordinator) is identified at the school site (e.g.: Learning Support Professional, Nurse, or Wellness Coordinator) to manage the program at the school. The position duties may be shared. A job description is available for this position.
- Start-up activities involve: mentor recruitment, student enrollment/parental consent, mentor and mentee orientation and mentor-student matching. This can be accomplished in approximately 4-6 hours/week over the course of 4-6 weeks. Ongoing program coordination and match oversight may require 2-4 hours/week.

What resources are available to support this program?

- At the initial training participants receive the Student Mentor Program Guide that outlines the program and includes all documents needed to run the program.
- SHP provides District Mentor Program Coordinators to support Site Coordinators during start-up and implementation through trainings, telephone/ email contacts and on-site technical assistance.
- Funding is currently not available through SHP to cover associated program costs (e.g. mentor stipends, food/snacks for activities); however, PTO/parent group, school site or ASP budget may be able to provide some support to the program (e.g., a monthly pizza party or breakfast gathering for mentors and their students; art supplies, board games for activities).
- For “Mentoring For Success” Programs:
  - A small project supply budget is available for items such as games, curriculum, books, magazines, cameras, or art supplies
  - Mentor training is provided in collaboration with professional youth development consultants
  - Funding is available to provide substitutes or extended hours for eligible mentors attending the training
  - Direct support to mentors and/or professional development for mentors/school site staff is provided by the Program Site Coordinators and the District Program Coordinators

For more information please contact:
Erin Farrell, Program Coordinator
Laurie Vargas, Program Coordinator
Office of School Health Programs
Phone: (415) 242-2615
STUDENT MENTOR PROGRAM

Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult who provides acceptance, support, encouragement, guidance and concrete assistance to promote healthy child/youth development and student success.

PURPOSE

To provide a research validated mentor program model for use at San Francisco Unified School District (SFUSD) school sites that can be implemented with minimal resources yet maximum benefit to students.

GOAL

To provide one-to-one mentors to students to address issues such as:

- Attendance
- Academic performance
- Homework completion
- Positive behavior
- Positive attitude toward school/learning
- Involvement in asset building activities
- Conflict management/problem solving skills
PROGRAM MODEL

Any mentor program model must be based on the risk level of students targeted by the program. On a continuum, higher risk students require higher levels of resources, structure, intensity of services and mentor qualifications/training. This program model is designed to provide “Low/Moderate to Intense Risk” students with academic and social support and guidance, self-esteem building, and problem solving/conflict resolution skills (The Mentoring Center’s Classification of Mentoring Relationship Types, p.13). The program takes into consideration cultural competence at all levels of planning, implementation and service delivery (Cultural Competence, p.61).

This program is not designed to serve higher risk youth involved with the law, active gang involvement or other history of institutionalization or serious/dangerous acting out behavior.

This is a school-based program model where:

- Adult mentors meet one-to-one with their student match.
- Mentors and students not involved with Mentoring For Success meet an hour a week over the school year, preferably on a set day and time, and on school grounds.
- Mentoring For Success Mentors and students also meet an hour a week, but they stay in contact for a minimum of a full calendar year, preferably two or more years.
- Mentors engage students in a variety of activities (Activity Ideas, p. 65). Initial activities focus on relationship building followed by more goal directed activities (Mentor-Student Ice Breaker, p. 68).
- All mentors and students meet together once a month for an activity (e.g. breakfast, special after school pizza party, kick-ball game, “Friday movie”). This serves to maintain a high level of motivation and cohesion for mentor and student participants.
- Mentor-student matches receive ongoing match support and problem-solving (“case management”) by the Site Coordinator to ensure the success of match relationships. Stipends for mentor trainings after school hours are offered to eligible SFUSD employees.

Mentor-student visits off campus or after hours/weekends is not a program expectation.* It is generally reserved for special occasions, and is not advised during the first three months of the match. The visit must be arranged between the mentor and the parent/caregiver and must not involve use of the mentor’s personal vehicle unless the mentor has completed and received sign-off on the Agreement for Volunteer Drivers Form (p. 77). Public transportation, walking or using bicycles are preferable. Mentors must notify the Mentor Program Site Coordinator, have the Field Trip Permission and Waiver (p. 74-76) form signed, and document the visit in the Mentoring Activity Log (p. 113) or the Online Activity Log (p. 71).

*The exception is the Mentoring For Success Program where sponsored activities are offered over the summer.

A Site Coordinator manages all aspects of the program from start-up and matching to ongoing match support and program evaluation (Mentor Program Site Coordinator Position Description, p. 15, Implementation Checklist, p. 17, and Program Coordinator Timeline, p. 18).
SFUSD STUDENT MENTOR PROGRAM

KEY POLICIES AND PRACTICES

- Mentor Program Site Coordinators are responsible for the program at their respective school sites
- Mentors are volunteers
- Mentees must attend orientation BEFORE meeting with mentors
- Mentors must attend training/orientation BEFORE meeting with student mentees
- Mentors meet one-to-one with student mentees
- Most visits take place on school grounds (except during summer months). Parent/Guardian permission is required for all outings off school grounds.
- The use of alcohol and recreational drugs is strictly prohibited when spending time with student mentees regardless of whether mentors are on or off campus.
- Mentors may not publish photographs or other media on their personal websites, Facebook pages, blogs, Twitter, or other printed or digital outlets (refer to SFUSD policy)
- Mentors may only use personal vehicles to transport mentees if they have completed and received sign-off on the SFUSD Agreement for Volunteer Drivers Form
- Parental/Caregiver consent is required for student participation
- Mentor-Student contacts/visits must be documented on the Online Activity Log
- Mentor Program Site Coordinators check-in/monitor matches on a regular basis
- All student mentees complete pre- and post-surveys for program evaluation purposes
- A Student Mentor Program Binder is created at your site to keep Mentoring Logs (Mentoring For Success logs maintained on-line), activity ideas, and all forms, flyers, memos, etc. related to the program
SFUSD STUDENT MENTOR PROGRAM
CREATING VISIBILITY WITH A BULLETIN BOARD

Increasing visibility not only builds buy-in from school colleagues but also pride and ownership of the program in your matches. Additionally it gives you a chance to recognize mentors for their commitment.

Mentoring For Success can provide a Bulletin Board kit to get you started. Although we’re supplying kits, feel free to be creative and design your board as you see fit!

**Bulletin Board Kit contents:**
- Sample of how to set up your bulletin board
- Border and cut-out letters
- Mentoring For Success recruitment flyers
- Mentoring For Success poster
- Mentoring For Success logo printout
- Mentoring Impact sheet
- Did You Know? Sheet
- Mentor quotes
- Monthly one-on-one activity sheets
- How to access the Online Activity Log instructions

**Bulletin Board Tips:**
- Request your kit early in the year. If you are unable to get a space to display materials for the mentoring program, you can also use a display board in your office or another central location (school library, Wellness Center).
- Update your bulletin board frequently with new pictures of your matches, announcements for the group, appreciations of your matches, mentoring facts, and themes. If you want, you can delegate the task of changing the bulletin board at the beginning of each month to a different match as a special one-on-one activity.
- Monthly themes can be found in the Student Mentor Program Activity Guide with individual activity handouts
- January is National Mentoring Month
- If you are having a special event and want a large Mentoring For Success banner contact Erin Farrell or Laurie Vargas and we'll get one to you.

**Contact Erin Farrell or Laurie Vargas at 415-242-2615 to request a Bulletin Board Kit**
Mentoring For Success offers a service learning project for all schools in our program. The goal of these projects is to empower youth and give them opportunities for meaningful participation.

Service projects can range from short term projects (accomplished over the course of a few weeks) to long term projects that are youth-led and take a semester to complete. It is important to assess your program’s capacity for service projects before choosing to implement one at your school.

What are Service Projects?

Service Projects are high quality projects involving both educational and service based components. Projects encourage participants to reflect on the impact the project had on the community, on the group, and on themselves. To achieve this, the program includes the following four steps:

- Investigation/research
- Developing a project
- Facilitating the project
- Reflection

Implementation

Each school site is assigned an AmeriCorps Member at the beginning of the school year. The role of the AmeriCorps Member is to lead the service project at your school. As the Site Coordinator, your role is to determine the capacity of your program, identify interested program participants, and/or programs at your school (such as clubs or sports teams) with which you may partner on the project.

Based on factors such as buy-in from matches, resources available at the school, program size, and program capacity, service projects will look different at each school site. There are two different implementation options. These tracks offer a general project guideline, based on whether your school will be doing a short term or long term project.

For full implementation guidelines see the Student Mentor Activity Guide.
SFUSD STUDENT MENTOR PROGRAM
SUMMER PROGRAMMING

For Matches participating in “Mentoring For Success”, mentors and mentees are matched for a minimum of a full calendar year (12 months), including the summer months. It is important for matches to discuss the change in their relationship between the school year and the summer months and to have a mutually agreed upon plan for summer contact.

Here are some ideas and tools to help mentors plan for the summer:

★ Plan a monthly group activity one month prior to the end of the school year to help matches transition from School Year to Summer mentoring.

★ Hand out the Summer Activity Ideas (p. 102) for ideas on what matches may do together.

★ Make sure all matches are familiar with the group summer activities organized by the District Mentor Program Coordinators. Make sure that the District Mentor Program Coordinators have up to date emails for every mentor. Email is used to notify mentors about upcoming free events and activities offered by the Program. Please encourage mentors to check their email intermittently for program updates.

★ Have matches discuss their summer schedules and complete a Summer Planning Worksheet (p. 103) and Summer Mentoring Agreement (p. 104) based on their interests and availability over the summer.
SFUSD STUDENT MENTOR PROGRAM

Mentoring is a research based intervention that promotes positive child/youth development by building developmental assets and resiliency, factors needed to successfully navigate school/life. The SHP Student Mentor Program offers the opportunity for your school site to provide this additional benefit to your students.

With the Student Mentor Program Guide in hand, you are now ready to start a Student Mentor Program at your site! Please refer to the Program Planning section of the guide and Implementation Checklist (p. 17) to guide your action plan as you get started.

Support is available from SHP:
The designated Site Coordinator(s) is primarily responsible for starting and managing the program. SHP will provide ongoing support to the Site Coordinator to ensure the success of the program at your site as follows:

SHP provides Student Mentor Project District Coordinators to support you from start-up through implementation with:

- training
- on-site coaching/technical assistance
- capacity building
- resource development

Mentor Program Level Contacts:

Erin Farrell  farrelle@sfusd.edu, 415-242-2615
District Program Coordinator

Laurie Vargas  vargasL2@sfusd.edu, 415-242-2615
District Program Coordinator and Elementary School Contact

Additionally, other SHP support staff at your site may provide assistance, such as:

- mental health assessment and support to students and their families
- mentor training
- ideas and planning for program activities
- providing information and referrals to SFUSD and community resources
- link between school day (e.g. SAP/SART/SST) and the After School Program for identified students
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<td><strong>1. Low/Moderate Mentoring</strong> (Formally Soft Mentoring) Risk Level “Low”</td>
<td>-Companionship -Academic Tutoring -Career and Professional Guidance -College/Higher Education Guidance</td>
<td>A youth with unlimited potential who is well behaved and well guided who could benefit from additional companionship and/or assistance. Very impressionable. Eager for assistance.</td>
<td>Assistance mentoring is designed and utilized to assist (helping hand) youth who have no intrusive attitudinal and behavioral issues that would inhibit and/or serve as an obstacle to receiving basic assistance in academics, career/job counseling, leadership/conflict resolution skills, social recreation activities, minor self-esteem issues, etc. Assistance mentoring is for youth who have not been deeply affected by societal, community and/or family risk factors.</td>
<td>A caring and committed person who recognizes the value of additional companionship and guidance to a young person. In this regard, little patience is needed, but requires a time commitment. Also, thought must be given to appropriate attitudes, activities and techniques used.</td>
<td>- Mentoring Program Coordinator Position: - strong program development &amp; management skills, - strong people skills are pertinent when operating a multi-cultural program, - knowledgeable regarding principles of youth development. - Program Capacity: - must have adequate resources i.e. funding, staff, technology and equipment, before starting mentoring activities. - Matching Considerations: - same culture, gender considerations should be considered, however in this context and classification – it may not be necessary in reaching effective outcomes for youth - mentors must have the skills to assist in relevant (goals/objectives) areas, - mentors must be culturally and gender aware and respectful.</td>
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<td><strong>2. Moderate Mentoring</strong> (Formally Medium Mentoring) Risk Level “Moderate”</td>
<td>-Companionship -Academic Tutoring -Career and Professional Guidance -College/Higher Education Guidance -Self-Esteem Building - Prospective Broadening</td>
<td>A youth with unlimited potential who may or may not have consistent and/or adequate adult companionship or guidance. An average or below academic student who has given little or no thought to career and/or collegiate path. Very impressionable, open to assistance.</td>
<td>Same As Above</td>
<td>A caring and committed adult. Willing to work with youth on normal adolescent and life issues. Requires patience and willingness to get involved in the youth’s life. Willingness to come to where the youth functions physically and mentally. Culturally sensitive and abreast of current youth issues. Much thought must be given to appropriate attitudes, activities and techniques used.</td>
<td>Same As Above</td>
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**Note:** - Matching Considerations: - matching considerations such as culture and gender may become relevant in this classification and should be considered
### Transformative Mentoring

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A youth with unlimited potential who has no positive male or female guidance. Basically treats school as a social gathering. Not much positive encouragement and examples regarding academics at home. Has given little or no thought to career and/or collegiate path. Maybe, occasional run-ins with the law or school authorities. Still impressionable but heavily influenced by negative surroundings and/or peer group. A youth who is cynical and very suspicious about unfamiliar “healthy”/“positive” development assistance.

Transformative mentoring is designed (non-punitively) to deliberately address and/or affect change of negative/anti-social self-esteem, attitude and behavior in youth who have been profoundly affected by societal risk factors. The transformative mentoring process is a necessary prerequisite in order for most youth in this category to benefit from an assistance mentoring process. Transformative mentoring is for youth who, because of their current attitudes/behavior would not be receptive to assistance mentoring. Transformative mentoring is an expression of profound empathy, sensitivity, compassion and love.

Extremely caring and committed adult who basically becomes a surrogate family member. Always in touch and on-call. Requires much patience and love. Required willingness to come to where the youth functions physically and mentally. Culturally competent and abreast of current youth issues. Willingness to remain an advocate for the youth even as they continue to make mistakes. Much thought must be given to appropriate attitudes, activities and techniques used.

### Note:
The above are broad classifications. The characteristics of each classification type can be interchangeable from youth-to-youth and/or from mentor-to-mentor, meaning there can be variations of characteristics. (Revised 12/00)

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SFUSD STUDENT MENTOR PROGRAM

MENTOR PROGRAM SITE COORDINATOR
POSITION DESCRIPTION

Overview:
The Mentor Program Site Coordinator (Site Coordinator) manages all aspects of the Student Mentor Program.

The Site Coordinator facilitates the development of program goals, starts the program, ensures the ongoing success of the program and assesses the outcome of program goals and expectations.

Duties & Responsibilities:

- Attend SHP Student Mentor Program trainings and meetings
  (This includes initial training session, monthly meetings, attendance at Mentoring 101, 201, or booster trainings, telephone/email contacts and possible on-site support as needed)
- Develop a program implementation action plan using the Student Mentor Program Guide
- Act as a liaison with school principal and staff, ASP staff and other key collaborators regarding the program
- Assess school’s capacity to manage community volunteer mentors; build capacity as needed
- Recruit, orient and train eligible mentors
- Recruit and select eligible students and train/orient students to the program
- Obtain media release and parental consent for participation
- Match mentors with students
- Provide ongoing support and guidance to matches, including community based volunteer mentors
- Plan regular program activities (e.g., monthly gathering, mentor recognition, closure event)
- Provide regular updates on program to mentors via email (include assigned AmeriCorps Member and SHP Mentoring For Success staff)
- Maintain all required program documentation (e.g., Mentoring Logs, program evaluations, consent forms, program binder, etc.)
- Program assessment/evaluation (e.g., distribute and collect pre/post-surveys from mentors and students and complete a year end program assessment report)
- Collaborate with SHP Mentoring For Success staff for technical assistance
SFUSD STUDENT MENTOR PROGRAM

MAKING A MATCH USING THE ONLINE MATCH FORM

1) Log on to SFUSD Reporting Website (https://psweb.etr.org/sfusd/sites/sfusd_index.cfm) and click on “Match Form”

2) Verify whether the mentor participated in the program last year by reviewing the drop down list prior to entering the mentor’s name*

Mentor

Select mentor from the menu above or add a new mentor

3) If the mentor is already in the drop down, simply click on their name

4) If the mentor is not in the drop down then enter the first and last names of the mentor in the appropriate fields

5) Enter Email address, Phone number, and School

6) Verify whether the mentee participated in the program last year by reviewing the drop down list prior to entering the mentee’s name*

7) If the mentee is already in the drop down, simply click on their name

8) If the mentee is not in the drop down proceed to enter their first and last names in the fields

9) Complete the form by filling in the H0#, School, Grade, and Match Date

10) The Match Form is for initial match input or adding new mentees/mentors only. Any other changes to a mentor or mentee record must be made on their individual record in the “Mentor List” or “Mentee List” found in the left navigation panel

* Important: Do not enter a mentor or mentee in the Match Form if they are already listed on the “Mentor List” or “Mentee List” (i.e. had a mentor or mentored last year)

Updating User (Mentor) account information

1) Click on the User Manager link in the left navigation panel

2) Click on the name of the person whose information you want to update—or use the search and then click on the name. This brings up the person’s account information

3) Click on the “Mentor Info” link in the far right column of the mentor you need to update. Click on the name-- this brings up the person’s account information

4) Click on the “Update User Info” link at the top of the page

5) Make desired changes and Click the submit button

Note: if a match is active you must end the match or re-assign prior to deactivating a mentor.
SFUSD STUDENT MENTOR PROGRAM

IMPLEMENTATION CHECKLIST

☐ Attend SHP Student Mentor Program Training

☐ Develop a site-specific action plan (including capacity) for the year

   Key participants include: Designated Mentor Program Site Coordinator(s), Site Administrator, Program Collaborators (e.g. SF Promise, Gear Up, and FYS)

☐ Solicit funds from Principal and/or PTA for monthly events

☐ Announce/advertise/provide information about the start-up of the Student Mentor Program at your school

☐ Determine student eligibility criteria and generate initial list of student participants

☐ Recruit mentors from school, SF Education Fund, and after school program staff

☐ Based on number of mentors recruited, select students and make “paper” matches

☐ Orient students to the program

☐ Forward program information and consent to parents and caregivers

☐ Mentor orientation & training

☐ Match mentors with students and document the matches electronically

☐ Plan and hold regular monthly program activities

☐ Mentors meet weekly with students and document visits in Online Activity Log

☐ Site Coordinator provides ongoing match support, tracking, problem solving and planning of monthly program activities

☐ Provide matches planning and preparation time for summer activities

☐ Match closure or match recommitment. Manage the matches on the SFUSD Reporting Website to reflect changes to match status as they occur

☐ Program evaluation
## Program Coordinator Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN/JLY</th>
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<tbody>
<tr>
<td>Program Planning</td>
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<tr>
<td>Mentor Recruitment</td>
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<td>Community Mentor Orientation (SF Ed Fund)</td>
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<td>Monthly Activity Events &amp; Service Learning</td>
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<td>Summer Planning</td>
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</table>
**MENTORING FOR SUCCESS**  
*Program Coordinator Timeline*

Use this as a guide when planning and implementing your program at your site. It will vary for each school based on when all of your mentors and mentees have been oriented into the program.

| Month 1 |
|-----------------|------------------------------------------------------|
| **Week 1-2** | **New & Veteran Mentor Program Coordinator Meeting** |
| **August 31** | ○ Orientation for new Coordinators and updates for existing Coordinators  
| **Rm 8** | ○ Calendar all Coordinator meetings for the year  
| **Week 1-3** | **Program Planning** |
| | ○ Announce program at staff meeting  
| | ○ Set target number of matches (based on school capacity, most will have between 6-20 matches)  
| | ○ Identify and select mentees for program (may use SAP/SpEd teams or FY Census)  
| | ○ Calendar monthly activities for the year  
| | ○ Determine the Service Project Structure the school site will use  
| **Week 1-3** | **Develop Budget** |
| | ○ Review planned activities and estimate costs  
| | ○ Approach PTA and Principal with plan and funding request  
| | ○ Notify Erin Farrell of wish list to add to website and connect to possible donors  
| | ○ Identify other funding sources, e.g. in-kind, corporation, SF Promise  
| | ○ Review allotted money  
| | ○ Submit Program Supplies Requests to: farrelle@sfusd.edu  
| **Week 1-3** | **Mentor Recruitment and Recommitment** |
| | ○ Recruit mentors—identify existing relationships, focus on commitment  
| | ○ Submit volunteer request to SF Education Fund for community based volunteers  
| **Week 3** | **Match Support** |
| | ○ Check-in with existing matches to get recommitment and provide support, ideas, troubleshooting, and encouragement  
| **Week 4** | **Mentor Orientation** |
| | ○ 30 min. meeting with mentors  
| | ○ Review commitments (18 months, weekly and summer contact, log entry, training participation, monthly events)  
| | ○ Review log training  
| | ○ Offer suggestions for early match relationship activities  
| | ○ Distribute Training calendar and sign-up instructions  
| | ○ Set-up email list for mentors, send out regular updates, include assigned AmeriCorps Member and SHP Mentor Staff  
| **Week 4-6** | **Mentee Prep** |
| | ○ Obtain Parent/Guardian Consent  
| | ○ Complete Pre-Test survey with every student  
| | ○ Write student’s name clearly on Pre-Test survey with HO#  
| | ○ Get Commitment for match  

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2012-2013 Program Guide 19
<table>
<thead>
<tr>
<th>Weeks 4-6</th>
<th><strong>Enter Matches into Online System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Check for existing matches <em>BEFORE</em> entering new individuals</td>
</tr>
<tr>
<td></td>
<td>□ Use the mentor and student drop down lists in the “Match Form”</td>
</tr>
<tr>
<td></td>
<td>□ Need mentors’ email addresses and phone numbers</td>
</tr>
<tr>
<td></td>
<td>□ Need mentees H0#</td>
</tr>
<tr>
<td></td>
<td>□ Update status of match</td>
</tr>
<tr>
<td></td>
<td>□ Increase grade level for mentees already in system, at year start</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 4-6</th>
<th><strong>Submit all Pre-tests to ETR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Request AmeriCorps or Central office support as needed</td>
</tr>
</tbody>
</table>

### Month 2

<table>
<thead>
<tr>
<th>Week 4-6</th>
<th><strong>Student Mentee Orientation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ 30 min. meeting with mentees</td>
</tr>
<tr>
<td></td>
<td>□ Review commitments (18 months, 1:1 weekly and summer contact, monthly events)</td>
</tr>
<tr>
<td></td>
<td>□ Offer opportunity for student to define goals for mentor relationship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 4-6</th>
<th><strong>Outreach and Sign Up Adults for Mentor Trainings</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>□ See website for calendar, substitute, and extended calendar info</td>
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</table>

<table>
<thead>
<tr>
<th>Weeks 4-6</th>
<th><strong>Mentor Program Coordinator Meeting #2</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>September 7</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11:15am (Rm 8)</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7-8</th>
<th><strong>Host Monthly Activity #1</strong></th>
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<tbody>
<tr>
<td></td>
<td>□ Set a date, location</td>
</tr>
<tr>
<td></td>
<td>□ Inform mentors</td>
</tr>
<tr>
<td></td>
<td>□ Contact Mentor Program staff to inform of date, request support if needed</td>
</tr>
<tr>
<td></td>
<td>□ Plan relationship-building activity, refer to Activity Binder—Monthly Template for ideas</td>
</tr>
<tr>
<td></td>
<td>□ Distribute flyers/passes to students</td>
</tr>
<tr>
<td></td>
<td>□ Use sign-in sheet</td>
</tr>
<tr>
<td></td>
<td>□ Secure food donations or arrange for potluck (school monies, Safeway cards, donation letters—available in binder, etc.)</td>
</tr>
<tr>
<td></td>
<td>□ Update Online Log Activities and Trainings from sign-in sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7-8</th>
<th><strong>Submit Substitute request for Mentoring 101 / 201 Trainings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Go to website for the training calendar and substitute sign-up</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7-8</th>
<th><strong>Match Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Check-in with mentors and mentees to provide support, ideas, troubleshooting, and encouragement</td>
</tr>
<tr>
<td></td>
<td>□ Schedule on-site Match Support Training with either Laurie Vargas or Erin Farrell</td>
</tr>
<tr>
<td></td>
<td>□ Go to the website or contact Erin Farrell for additional resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 7-8</th>
<th><strong>Submit all Pre-tests to ETR</strong> <em>If not completed in Weeks 4-6</em></th>
</tr>
</thead>
</table>

### Month 3

<table>
<thead>
<tr>
<th>Week 9-10</th>
<th><strong>Mentor Program Coordinator Meeting #3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October 5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11:15am (Rm 8)</strong></td>
<td></td>
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<tr>
<td></td>
<td>□ Submit all outstanding pretests</td>
</tr>
<tr>
<td></td>
<td>□ Review online system for accuracy of logs</td>
</tr>
<tr>
<td></td>
<td>□ Monthly activity update</td>
</tr>
</tbody>
</table>

| Week 11-12 | **Host Monthly Activity #2** |
| **PACIFIC LEADERSHIP INSTITUTE event:** Contact Drew     |
| info@pliprograms.org  |
| 415-338-6883 |

- Set a date, location
- Plan relationship-building activity, refer to Activity Binder—Monthly Template for ideas
- Distribute flyers/passes to students
- Secure food donations or arrange for potluck (school monies, Safeway cards, donation letters—available in binder, etc.)

Dates vary

**Mentoring 101 / 201**
- Send reminders to mentors
- Submit substitute requests

**Week 11-12: Match Support**
- Check-in with mentors and mentees to provide support, ideas, troubleshooting, and encouragement
- Schedule “Logging Lunches” with Erin Farrell or Laurie Vargas to host an event at your school site

**Weeks 11-12:** Submit all Pre-tests to ETR  *If not completed in Weeks 7-8*

**Months 4-8**

| November 2  |
| December 7  |
| January 11  |
| February 1  |
| March 1     |
| April 5     |
| May 3       |

**Launch Service Project**
- Meet with AmeriCorps Member to plan service project
- Introduce AmeriCorps Member to mentoring program participants

**Weeks 11-12: Host Monthly Activities**
- Set a date, location
- Plan relationship-building activity, refer to Activity Binder—Monthly Template for ideas
- Distribute flyers/passes to students
- Secure food donations or arrange for potluck (school monies, Safeway cards, donation letters—available in binder, etc.)

**Month 8**

**Final weeks:** Prepare for end of year
- Prepare all matches transitioning to another school for termination
- Prepare all matches to maintain contact over summer

**Service Projects**
- Implement service learning project and reflection

**End of April:** Deadline to submit receipts for program supply reimbursement
### Month 9

<table>
<thead>
<tr>
<th>Final weeks</th>
<th>Complete Post-test survey with every student</th>
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<tbody>
<tr>
<td></td>
<td>☐ Submit to MFS District Coordinators</td>
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<table>
<thead>
<tr>
<th>May 3</th>
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<tbody>
<tr>
<td>11:15am (Rm 8)</td>
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<table>
<thead>
<tr>
<th>Final weeks</th>
<th>Host Monthly Activity</th>
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<tbody>
<tr>
<td></td>
<td>☐ Follow above format</td>
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<tr>
<td></td>
<td>☐ Include closure activity for graduating students</td>
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<tr>
<td></td>
<td>☐ Establish guidelines for mentors that they are responsible for maintaining contact during summer months</td>
</tr>
<tr>
<td></td>
<td>☐ Distribute Summer Planning Forms to Matches</td>
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<tr>
<td></td>
<td>☐ Mentors and mentees should make agreements about how to stay in contact (phone, email, postcards/letters, meetings, etc.)</td>
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<tr>
<td></td>
<td>☐ Appreciate all mentors</td>
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### Month 10-12

<table>
<thead>
<tr>
<th>Summer months</th>
<th>Check emails for Group Activity by Mentor Program</th>
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<tbody>
<tr>
<td></td>
<td>☐ Inform mentors before releasing for summer break</td>
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</table>
School Health Programs
Healthy Food & Beverage Guidelines

The SFUSD Wellness Policy was developed to create healthier environments for students and staff, and dictates the nutrition guidelines for food that is sold or served to students. The policy makes healthy recommendations for food and beverages offered at school activities and events.

School Health Programs is committed to promoting health and wellness for students, staff and families. Choosing healthier food and beverage options begins in our own workplace. The following healthy food and beverage guidelines* will provide guidance for food and beverages served at School Health Programs’ meetings and events. The guidelines are divided into two sections:

- **Section 1** applies to all meetings and functions for staff or students, sponsored by School Health Programs either, at 1515 Quintara or at any school or SFUSD site.
- **Section 2** applies to all meetings and functions for staff and students which take place at 1515 Quintara St.

**Section 1**: At any School Health Programs sponsored meeting or activity, regardless of location, consider:

1. **Water will be provided** in pitchers or readily available in bulk containers, instead of individual plastic bottles.
2. **No sugar-sweetened beverages** will be served. (Soda, sports drinks, flavoured waters, punches, sweetened teas...)

**Section 2**: The following suggestions apply to any meeting or event held at the School Health Programs Office at 1515 Quintara Street—regardless of whether the event is sponsored by School Health Programs or by a community partner.

**A. Availability of Food at Meetings**

If food is offered at a meeting, offer snacks, such as fruit, vegetables or other low-calorie, healthful food options.

**B. Beverages**

Water should always be available, preferably served in bulk containers such as water pitchers rather than in individual plastic bottles. Sliced fruit or herbs can be added to water. If juice is served, serving size should be limited to 6 – 8 oz. per serving. Other healthier beverage choices might include:

- Non-caloric beverages such as coffee or tea.
- Carbonated water or iced teas, flavored or unflavored, with no added sweeteners.
- Nonfat or 1% milk or dairy-free alternatives without added sweeteners (soy or rice milk).

**C. Foods**

Food selections should emphasize fruit, vegetables, whole grains, and non-fat or low-fat dairy products.

- If meat is served, a vegetarian option should also be provided. (Consider a vegan option for larger groups.)
Include lean meat such as skinless poultry, fish, beans, tofu, eggs, nuts, and seeds.
Select food with no trans fat, and low in saturated fat, sodium, and added sugar.
Choose food that is prepared by grilling, baking, or sautéing with healthy fats.
Provide fresh fruit or other healthy options for dessert. If a sugary or high fat dessert is offered, then fresh fruit must also be provided.
Serve appropriately sized portions for all foods (i.e. cut bagels in half, use smaller serving utensils, pre-plate portions…)

D. Physical Activity:
A 5 - 10 minute physical activity break should be offered at meetings lasting more than two hours. Suggested activities include stretches, calisthenics, dance movements, yoga poses, etc.

E. Treat Foods:
- Staff members should not offer and display in public view, “treat foods,” including candy, chips, cookies, cake…. on a regular basis.
- On special occasions baked goods may be brought for sharing and it is highly encouraged that a healthy alternative (fresh fruit, cut up vegetables…) be offered as well.

Support:
Guidelines will be posted in all School Health Programs meeting areas and will be communicated to all School Health Programs staff

*Guidelines adapted from the UC Berkeley Guide to Healthy Meetings and Events http://www.uhs.berkeley.edu/facstaff/pdf/healthmatters/healthymeetings.pdf

**Reducing the consumption of sugar-sweetened beverages is one of several prevention strategies to reduce the risk of developing obesity and diabetes for staff, students and families.
SFUSD STUDENT MENTOR PROGRAM
MENTOR-STUDENT
GROUP ACTIVITY CALENDAR WORKSHEET

<table>
<thead>
<tr>
<th>MONTH</th>
<th>GROUP ACTIVITY SUPPLIES NEEDED</th>
<th># OF PEOPLE</th>
<th>ESTIMATED COST</th>
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<tbody>
<tr>
<td>SEPTEMBER</td>
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<td>OCTOBER</td>
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<td>DECEMBER</td>
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<td>JANUARY</td>
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<td>FEBRUARY</td>
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<td>MARCH</td>
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<td>MAY</td>
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<td><strong>TOTAL BUDGET</strong></td>
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<tr>
<td>MONTH</td>
<td>GROUP ACTIVITY SUPPLIES NEEDED</td>
<td># OF PEOPLE</td>
<td>ESTIMATED COST</td>
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</tr>
<tr>
<td>SEPTEMBER</td>
<td>Launch Event for the year Play Games, Lunch, plates, cups, napkins</td>
<td>30</td>
<td>$100</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Getting to know you, Team Building, Trust Building Snack</td>
<td>30</td>
<td>$20</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Scavenger Hunt Thanksgiving Potluck Plates, cups, napkins</td>
<td>30</td>
<td>$10</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Gingerbread Houses Snack, Gingerbread and House decoration materials</td>
<td>30</td>
<td>$200</td>
</tr>
<tr>
<td>JANUARY</td>
<td>National Mentoring Month Calendar Making Paper, Markers, Art supplies</td>
<td>30</td>
<td>$150</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Valentine’s Day Lunch, Picture frames, camera, frame decorating materials</td>
<td>30</td>
<td>$220</td>
</tr>
<tr>
<td>MARCH</td>
<td>Angel Island Hike Plan a Group Volunteer Activity Visit College Campus Transportation tokens, snack</td>
<td>15</td>
<td>$50</td>
</tr>
<tr>
<td>APRIL</td>
<td>National Mentoring Month Group Volunteer Activity Match Olympics Lunch</td>
<td>30</td>
<td>$70</td>
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<tr>
<td>MAY</td>
<td>Trips For Kids Ride Summer Planning Transportation</td>
<td>20</td>
<td>$265</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL BUDGET</strong></td>
<td></td>
<td>$1,085 - $120/month</td>
</tr>
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</table>
### Annual Mentoring Budget Worksheet

**Target Number of Matches:**

<table>
<thead>
<tr>
<th>Monthly Activity 1:</th>
<th>Monthly Activity 4:</th>
<th>Monthly Activity 7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Supplies</td>
<td>Activity Supplies</td>
<td>Activity Supplies</td>
</tr>
<tr>
<td>Food</td>
<td>Food</td>
<td>Food</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td><strong>Subtotal 1</strong></td>
<td><strong>Subtotal 4</strong></td>
<td><strong>Subtotal 7</strong></td>
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<tr>
<td><strong>$</strong></td>
<td><strong>$</strong></td>
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<table>
<thead>
<tr>
<th>Monthly Activity 2:</th>
<th>Monthly Activity 5:</th>
<th>Monthly Activity 8:</th>
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</thead>
<tbody>
<tr>
<td>Activity Supplies</td>
<td>Activity Supplies</td>
<td>Activity Supplies</td>
</tr>
<tr>
<td>Food</td>
<td>Food</td>
<td>Food</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td><strong>Subtotal 2</strong></td>
<td><strong>Subtotal 5</strong></td>
<td><strong>Subtotal 8</strong></td>
</tr>
<tr>
<td><strong>$</strong></td>
<td><strong>$</strong></td>
<td><strong>$</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monthly Activity 3:</th>
<th>Monthly Activity 6:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Supplies</td>
<td>Activity Supplies</td>
<td>Match supplies</td>
</tr>
<tr>
<td>Food</td>
<td>Food</td>
<td>Appreciation supplies</td>
</tr>
<tr>
<td>Paper Goods</td>
<td>Paper Goods</td>
<td>Subtotal Other</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td><strong>$</strong></td>
</tr>
<tr>
<td><strong>Subtotal 3</strong></td>
<td><strong>Subtotal 6</strong></td>
<td><strong>$</strong></td>
</tr>
</tbody>
</table>

**Grand Total** **$** **-**
Dear [First Name],

I am pleased to invite you to join us in implementing a unique program at [School Name]. **Mentoring For Success** is a student mentor program that promotes academic success. The program provides a one-to-one mentor for struggling students, and monthly activities for all mentors and mentees. With school employees and community volunteers spending one hour per week with a child we are helping students to improve their attendance, academics, and attitude towards school. Not only does the program benefit our students, but keeping these youth engaged in school also improves our community.

**Research shows that School-based Mentoring programs**
- Reduce school absences
- Improve overall academic performance
- Increase college participation
- Improve attitudes and behavior in relation to school
- Reduce drug and alcohol use (especially among minority youth)
- Reduce likelihood of hitting others
- Reduce likelihood of committing misdemeanors or felonies
- Enhance positive attitude toward elders and toward helping
- Improve parental relationships and support from peers

**Mentoring For Success is making a difference in San Francisco Schools**

In 2009, less than one third of San Francisco secondary school students scored high on supportive school environmental factors such as caring adult relationships and opportunities for meaningful participation. The goal of Mentoring For Success is to provide support and opportunities within school environments to enhance student success. Below is a summary of what we’ve found.

**Improved success in school**
- 40% of students improved their academic performance
- 86% said that their mentor helps them do better in school

“I am doing better in school because of my mentor.”
Improved Attendance
- 48% of students decreased their number of unexcused absences
  “It feels safe, and it is nice to have someone to have fun with.”

DedicatedRelationships
- 77% of matches were sustained for a full 12 months
- 85% expressed that they like to meet with their mentor
  “They are dependable and can help you with school work.”

Connection to a Caring Adult
Compared to 7th grader reports on 2009 California Healthy Kids Survey, the middle school Mentoring For Success results are very positive. Students in our program experienced an increase in the level of support from a caring adult at school.

![Caring adult at school](image)

It is remarkable how contributing something seemingly small like an hour of one’s time, when combined with a community effort, can make such a big difference in a child’s life. I encourage you to join us in making a difference in childrens’ lives in our community.

Currently we are in need of your support to make our event reflect the respect and support that our students deserve. It would be fantastic if you joined us in helping our students thrive by making a contribution.

Please refer to the attached budget and activity description to see a summary of the proposal. I will contact you within the week to follow up this request and discuss your participation. Thank you very much for your consideration.

Best Regards,

[First Name, Last Name, Title]
[phone and/or email address]
Request For Support

Activity Name
SAMPLE: October Monthly Activity: Teambuilding with Pacific Leadership Institute

Goal
To enhance academic success of SFUSD students

Purpose
SAMPLE: To build a caring school environment
- To deepen student relationships with positive adult role models
- To improve student engagement through participation in meaningful school activities
- To enhance motivation by making connections to school activities

Description of Activity
Students and mentors will meet for lunch and participate in team building exercises to help sustain lasting relationships.

Number Served

<table>
<thead>
<tr>
<th>Budget</th>
<th>Item description</th>
<th>$</th>
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<tbody>
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<td>Facilitator</td>
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<td>500.00</td>
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<tr>
<td>Food</td>
<td></td>
<td>150.00</td>
</tr>
<tr>
<td>Plates, Cups, Silverware</td>
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<td>25.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Art Supplies</td>
<td></td>
<td>50.00</td>
</tr>
</tbody>
</table>

Total Expense $ 725.00
Amount Covered $ -

Amount Requested $ 725.00

Thank you for considering this request!
[First Name, Last Name]
[Business Name]
[Address]
[City, CA Zip]

[date]

Dear [First Name],

I am pleased to invite you to join Student Support Services in implementing a unique program for San Francisco public school students. As a business in our neighborhood we hope you will join us in making the program a continued success.

**Mentoring For Success** is a student mentor program to encourage youth to become the best they can be. The program provides a one-to-one mentor for struggling students and monthly activities for all mentors and mentees. With school employees volunteering one extra hour per week to spend with a child we have helped over 500 students to improve their attendance, academics, and attitude towards school. Not only does the program benefit our students, but keeping these youth engaged in school also improves our community.

It is remarkable how contributing something seemingly small like an hour of ones’ time, when combined with a community effort, can make such a big difference in a child’s life. I encourage you to join us in making a difference in childrens’ lives in our community.

Currently we are in need of [quantity and description of what you want/need] to make our [monthly group activities, end of year event, termination ritual, etc.] reflect the respect and support that our students deserve. It would be fantastic if you joined us in helping our students thrive by contributing [the item] for [the event/activity].

I will contact you within the week to follow up this request and discuss your participation. Thank you very much for your consideration.

Best Regards,

[First Name, Last Name, Title]
[phone and/or email address]
[school and tax id#]
Mentors serve as positive role models, invest themselves in their students and uplift them. They also encourage and motivate students to become their best. Mentors offer students a pathway to expand their life perspectives, overcome obstacles and build on their strengths to make positive choices and develop essential school/life skills. Mentors are not case managers or therapists. Mentors are caring adults committed and skilled at building relationships with young people.

School staff (e.g. teachers, paraprofessionals, elementary advisors, and support staff), ASP staff, and community volunteers screened through San Francisco Education Fund (Education Fund) are eligible mentors. Mentors are volunteers; currently stipends are not available. The Prospective Mentor Self-Assessment (p. 39) may be used to screen potential mentors. Do not consider staff that may not be able to complete their commitment to the program for reasons such as: health, availability, job performance concerns, and unwillingness to log mentoring time.

Mentors may be recruited in a variety of ways, for example:

- Presentations at regular day staff and ASP meetings
- Letter/flyer to staff (p. 37-38)
- “Talking it up"
- Announcements in the daily communication log
- San Francisco Education Fund

The Mentor Guidelines (p. 59) provides information during the recruitment and selection process and is a useful reference throughout the duration of the match. Mentors and mentees must receive an orientation/training before they are matched (Mentor Orientation Packet, p.57 & Student Mentee Orientation & Training, p. 80).

COMMUNITY BASED MENTORS

Community volunteers are recruited primarily through our partnership with Education Fund. Schools looking to use community-based volunteers assess their capacity to manage those mentors (Assessing Capacity for Community Mentors, p. 43) prior to making a volunteer request to their SF Education Fund Liaison (Mentor Request, p.44). To ensure volunteers are properly monitored Education Fund target schools are prioritized to receive community based mentors.

Community volunteers receive an orientation to volunteering at SFUSD and to mentoring prior to being matched to a school site. Upon completion of their orientation and background clearance, Site Coordinators then orient community-based volunteers to their school site (Community Mentor Orientation Procedure, p. 48 & Welcome Letter, p. 49) and match them with a student based on the student’s need and the mentor’s profile, background, and interests. Sites managing community based mentors get priority for Checking out a Mentor Activity Bin (p. 55).
SFUSD STUDENT MENTOR PROGRAM

MATCHING

The Site Coordinator facilitates matching students with adults. Matching mentors with students is usually based on similarities (although some people are attracted to opposites), availability and pertinent skills, talents and interests, such as:

- Gender, race, culture
- Shared background or experience
- Personal compatibility
- Relationship between mentors talents/hobbies and students interests and needs
- Similar schedules

These are parameters to keep in mind rather than a rigid set of criteria when matching. The needs of the student are the prevailing factors to consider. Matching can take place on an individual basis as parental consent forms are returned or during a “group matching” kick-off event. The school-based model, using staff as mentors, has an advantage because schools already know their staff and students well, usually facilitating a smooth, easy and effective matching process.

A recent meta-analysis of mentoring programs (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011) found that taking into account the similarity between the mentor and mentee is extremely valuable. “Perceptions of similarity tend to foster high-quality and longer-term relationships between mentors and youth” (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011, p. 77).

When matching Community Based Volunteers; consider matching them with students who are not in the highest of needs. E.g.: A 6th grade student who appears shy and could benefit from additional support.

For best results it is recommended that mentors and students schedule a consistent mutually agreed upon day and time to meet weekly. (Mentor-Mentee Meeting Agreement, p. 64)

MENTORING FOR SUCCESS MATCH REGISTRATION

Upon making matches, the Mentor Program Site Coordinator completes the:

1) Mentor and Mentee Registration Checklists, (p. 42)
2) Web-based Mentor Log Match Form (Making a Match Using the Online Match Form, p. 16)

Once these steps are completed Mentors begin logging their time with their student weekly in the Online Activity Log.
MENTOR TRAINING

All Mentor Program Site Coordinators and Mentors are expected to attend at least one training session covering mentoring best practices during the school year (Mentoring Training Flyers, p. 96). Requests for substitutes are submitted to the District Coordinators three weeks in advance to insure classroom coverage.

As a best practice, trainings focus on a variety of issues that may come up in a mentoring relationship. Topics include, Supporting Foster Youth, Sustaining Your Match; How to Have Difficulty Conversations with Youth; Youth Development and many, many more. If there is a specific topic that you or your mentors would benefit from, please contact Laurie Vargas or Erin Farrell to arrange a training for your school site. In addition, on-site Match Support brown-bag lunches can be arranged.

A full training calendar and registration form is posted on the Mentoring For Success website at: http://healthiersf.org/MentoringForSuccess/Mentor/Training/registration.cfm
MONITORING & DOCUMENTATION

Monitoring and documentation of mentor-student matches is best if it is simple and provides adequate accountability/adherence to program guidelines.

The Site Coordinator provides regular match support/oversight (case management). This includes: problem-solving with mentors, check-ins with mentors and students to assess progress, and assisting with any crisis, mandated reporting and/or conflict resolution.

Mentors document every visit with their students on a confidential Mentor Activity Log (p. 113). Mentoring For Success mentors must log their activities on the web based Online Activity Log (Accessing The Online Activity Log, p. 71). For those mentors who do not have computer access the Site Coordinator may have mentors complete a paper log and enter the information on the mentors' behalf. The purpose of the log is to document activities, issues discussed, and concerns about the match and/or student. The information in the logs helps the Site Coordinator provide appropriate support to mentors, students and their family, tracks the progress of each student, and informs program improvement and evaluation.

Completed Program Mentoring Logs are maintained on the web by the Site Coordinator. Any updates to match status are made by accessing the secure server. Coordinators may click on “Online Activity Log” on the website to access the SFUSD Reporting Website.

The Site Coordinator also maintains a program binder that includes, but is not limited to, the following:

- Completed parent/caregiver consent forms
- Completed Mentor and Mentee Registration Checklists
- SHP Student Mentor Program Guide and all accompanied attachments
- Program flyers, memos, activity ideas, and communication documents
- Master copy of all program documents
- Elementary level binder includes Mentor Logs (non-MFS sites only)

Mentors are provided with information and other pertinent materials necessary to maintain and document their match relationship.
MATCH RECOMMITMENT

At the beginning and end of each school year veteran mentors are asked to recommit to their match relationship. (Mentor Commitment, p. 41) **Relationships that last for 18 months or longer have more sustaining benefits to the student than shorter relationships.** Ideally, many of the matches will continue for the duration of the students’ enrollment at the school. As the status of a match changes, the Site Coordinator makes updates on the Mentee Monitoring link under Mentoring Project on the SFUSD Reporting Website.

MATCH CLOSURE

Match closure begins right at the start, with mentor and student recruitment, where program goals and guidelines are clearly communicated. Mentors and students are aware that the length of the match relationship is for a minimum of a full calendar year. **Since many students in the mentor program may have experienced loss, separation, trauma and transience, handling match closure with sensitivity and a plan are of utmost importance** (Match Closure, p. 105). It is recommended that the Site Coordinator facilitate match closure meetings between all matches.
SFUSD Student Mentor Program at (Elementary school)

Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult who provides acceptance, support, encouragement, guidance and concrete assistance to promote healthy child/youth development and student success.

WHAT DO MENTORS DO?

- Mentors serve as positive role models and advocates to encourage and motivate students to become their best.
- Mentors meet with students for one hour a week for a school year, during the school day or after school program hours.
- Mentors engage students in a variety of fun asset building activities, such as: journal keeping, reading, arts/crafts, games, sports, homework assistance, etc.

WHY MENTOR?

- Mentoring is a research validated intervention to build student assets addressing issues such as skills for school success, behavior, attendance, and conflict management.
- THE FACTS: In 1995 Public/Private Ventures (P/PV) conducted the study on mentoring using a nationwide sample and a control group. The study found that mentored children/youth were:
  - more likely to attend school
  - more likely to have a positive attitude toward school
  - less likely to engage in violence
  - less likely to begin using drugs or alcohol

Another study found similar results, with the addition that mentored children/youth had better attitudes toward elders and toward helping others (Jekielek, et al., 2002).

It is also known that positive relationships with adults are essential to building the resiliency of children and youth (Benard, 1991; Werner, 1990).

-Successful mentoring programs are used at other SFUSD schools to improve the overall learning climate of the schools.

You can make a difference.
Sign-up Today!

The Student Mentor Program is a program of School Health Programs
Mentoring For Success Program
at (name of school)

Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult who provides acceptance, support, encouragement, guidance and concrete assistance to promote healthy child/youth development and student success.

WHAT DO MENTORS DO?
- Mentors serve as positive role models and advocates to encourage and motivate students to become their best.
- Mentors meet with students for one hour a week for two calendar years, during the school day or after school program hours.
- Mentors engage students in a variety of fun asset building activities, such as: journal keeping, reading, arts/crafts, games, sports, homework assistance, etc.

WHY MENTOR?
- Mentoring is a research validated intervention to build student assets addressing issues such as skills for school success, behavior, attendance, and conflict management.
- THE FACTS: In 1995 Public/Private Ventures (P/PV) conducted the study on mentoring using a nationwide sample and a control group. The study found that mentored children/youth were:
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It is also known that positive relationships with adults are essential to building the resiliency of children and youth (Benard, 1991; Werner, 1990).

- Successful mentoring programs are used at other SFUSD schools to improve the overall learning climate of the schools.

You can make a difference.
Sign-up Today!

The Student Mentor Program is a program of School Health Programs “Mentoring For Success” is funded by the Office of Juvenile Justice and Delinquency Prevention
MENTORING FOR SUCCESS
PROSPECTIVE MENTOR SELF ASSESSMENT

Being a mentor is an important commitment you make to a student. Before you enter into a relationship, we want to make sure that you are ready to commit the time and energy that it takes to mentor. Please use this tool to assess whether or not you would be a good fit for the Mentoring For Success Program. Then review it with your Program Coordinator.

Please indicate your answer on a scale of 1 – 5 (5 being the most willing)

Are you willing to meet every week with your mentee for at least 30 – 60 minutes?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

We have an online activity log that takes 5 minutes per week to enter time spent with a mentee. Are you willing to complete such a log to summarize your contacts?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

Are you willing to attend an orientation session?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

Are you willing to attend at least one training per year to gain skills to enhance your mentoring relationship?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

Are you willing to attend off site activities with your mentee or with the group during your non work time?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

Are you willing and interested in doing service learning project with your mentee or group?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

Are you willing to track down your mentee and encourage them to meet?

1  2  3  4  5
Not willing maybe willing somewhat willing willing very willing

Thanks for taking the time to complete this self-inventory. Please review it with your Mentor Program Coordinator.
MENTORING FOR SUCCESS
PROSPECTIVE MENTOR – QUESTIONS

Please answer all of the following questions as completely as possible.

1. Why do you want to become a mentor?

2. Do you have any previous experience volunteering or working with youth? If so, please specify.

3. What qualities, skills, or other attributes do you feel you have that would benefit a youth? Please explain.

4. Can you commit to participate in the Mentoring For Success program for a minimum of one year from the time you are matched with a youth?

5. Are you available to meet with a child a minimum of one hour per week and have contact at least once per week? Please explain any particular scheduling issues.

6. How would you describe yourself as a person?

7. Are you willing to communicate regularly and openly with program staff, provide monthly information regarding your mentoring activities, and receive feedback regarding any difficulties during your participation in the mentoring program?

8. Are you willing to attend an initial training session and one in-service training sessions per year after being matched?

Mentoring For Success requires all mentors to have a completed background clearance on file, to spend a minimum of four hours per month with a student, to attend group activities, to attend an orientation and at least one training per year, and to be a mentor for a minimum of one year. If you are able to commit to these expectations please sign and date below.

__________________________________
Signature

_____________________
Date

Thanks for your interest in mentoring a SFUSD student!! Please return this form to your site coordinator.
Dear Mentors,

Thanks so much for your dedication to our student mentees. As the end of your year-long commitment approaches we want to recognize you for persevering, volunteering your time, connecting with kids, chasing down your mentee at times, treating them to special things and for being an overall positive influence in their lives.

Although you may or may not have noticed a change in your mentee over the past year research shows that students mentored for a year benefit from the relationship. Some of those benefits include:

- enhanced academic motivation and achievement
- improved school attendance
- stronger communication skills at school and at home
- improved attitude toward school and the future
- reduced likelihood of violence and drug use

And when the relationship lasts 18 months or longer the benefits stay with them into adulthood.

Please consider renewing your commitment as a mentor!

Return this to me by ______________________. Thanks!

☐ I will keep mentoring my current student until s/he graduates.

☐ I will keep mentoring my current student until the end of this school year.

☐ I will keep mentoring my current student until the end of this school year but I would like you to talk to him/her about recommitting also.

☐ I would like to keep mentoring but would like to be matched with a different student.

☐ I would like to stop mentoring and would like ideas on closure.

Comments/Concerns:_________________________________________________

Mentor Name:_______________________________________________________
MENTORING FOR SUCCESS
MENTOR AND MENTEE REGISTRATION CHECKLIST

Fall 2012 Pretest Surveys

Directions: Please complete this checklist by providing the names of each mentee, their HO#, their mentor’s name, their match date, and if the mentee is a foster youth student. Please use this form to enter the required information on the web-based Site Coordinator log.

**Mentors will not be able to log their contact information until you have entered this information into the Mentoring Program website.**
Include a copy of this form with the completed surveys you send to your District Coordinator.

**THANK YOU!**

<table>
<thead>
<tr>
<th>NEW Mentee Name</th>
<th>HO Number (Required)</th>
<th>Is mentee a foster youth (FY) or disabled (DS) student?</th>
<th>Grade Level</th>
<th>Mentor Name</th>
<th>Mentor E-mail</th>
<th>Match Date</th>
</tr>
</thead>
<tbody>
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</table>
MENTORING FOR SUCCESS

ASSESSING CAPACITY FOR COMMUNITY MENTORS

One great way to enhance your mentoring program is to incorporate community based mentors. Use this checklist to determine if your program is ready to support community volunteers.

When matching Community Based Volunteers; consider matching them with students who are not in the highest of need. E.g.: A 6th grade student who appears shy and could benefit from additional support.

If you check:
- 8 or more boxes, your program is ready to partner with community mentors
- 7 or less, consider incorporating other items listed below to prepare your program

Information
☐ I have a folder of information prepared for the community based mentors to orient them to my school which includes:
  - school bell schedule
  - key contact people at the school site
  - student's daily schedule
  - school map
  - computer password/log-in
  - other necessary site-specific information a community member would need to function at your site

☐ I have connected with the school secretary in the main office to ensure community based mentors are directed to the right place when they come in to mentor.

Environment/School Climate
☐ There is a space for community volunteer mentors to meet with their mentees on school grounds.
☐ There are resources for matches to use for activities such as: games, videos, computer access, books, toys, and art supplies
☐ There is a place for matches to store projects
☐ There are frequently visitors on your school’s campus
☐ There is administrator buy-in for the mentoring program, and for connecting with community volunteer mentors

Follow Up and Daily Support
☐ You can facilitate introductions between the community volunteer and the student and ensure that they set a regular time and date to meet.
☐ You can regularly contact all community based mentors in your program, either by email, phone, or face to face to check in about their match. Check-ins should be at least monthly.
☐ You have a plan in place to contact community mentors to keep them informed about monthly activities, program requirements, and other activities.
☐ You consistently check the online log to ensure that your mentors are following up with logging and hold meetings with them if they are not doing it on a regular basis.
☐ You have a place to share key information and to store reports written for you to follow up on (incident reports, concerns sheets. . .)
Mentor Request

*Mentoring For Success* is a program of the SFUSD School Health Programs (SHP). We collaborate as a partner to enhance community volunteer participation.

We invite you to request a mentor to be paired one-on-one with your student. It is not certain that we can meet your request, but we will make every effort to do so.

Miss/Ms./Mrs./Mr./Dr.  First Name: .............................................. Last Name: ..................
School: ............................................................... Title: ............................................................... E-mail: ............................................................... Cell Phone: ............................................................

**Describe your program** (i.e. Foster Youth, Gang Prevention; Collaborators: SF Promise, Dream Academy, Gear Up)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

What **impact** would you like to see as a result of pairing a student with a mentor?

Emphasis on:

- ☐ attendance
- ☐ academic
- ☐ attitude
- ☐ behavior
- ☐ interest in higher education
- ☐ interest in career exploration
- ☐ additional caring adult
- ☐ developing network of care
- ☐ other .............................

**Number** of mentors needed: ............

Groups of mentors are trained intermittently. How late in the school year can a mentor start at your site?

☐ August     ☐ October     ☐ January

**Length of commitment needed:**  ☐ One Year  ☐ Two Years

**Days & times NOT available** to support a mentor:

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</table>
Are there specific **demographics or skills** that would be useful for volunteers to have?

- [ ] gender  M  F  
- [ ] sexual orientation  
- [ ] technology  
- [ ] ethnicity……………………….  
  _describe preference_  
- [ ] new immigrant  
- [ ] interest in career exploration  
- [ ] age ………………………  
  _describe preference_  
- [ ] arts/crafts  
- [ ] event planning  
- [ ] language other than English…………………………… § Required  
- [ ] other……………………………………………………  
- [ ] other……………………………………………………  
- [ ] other……………………………………………………  
- [ ] other……………………………………………………  

**HOW TO SUBMIT YOUR REQUEST**

Online: www.sfedfund.org  
Fax: 415.749.3780  
SFUSD Inter-office mail: San Francisco Education Fund/School Volunteer
MENTORING FOR SUCCESS
COLLABORATING WITH SF PROMISE

Mentoring For Success (MFS) and SF Promise collaborate at five middle schools to increase academic success for a cohort of students who may otherwise miss the opportunity to complete college.

What is SF Promise? San Francisco Unified School District, San Francisco State University and the Mayor’s Office of the City of San Francisco have created a partnership to make higher education an attainable goal for every eligible student. This partnership has been named “San Francisco Promise.”

The San Francisco education community has a responsibility to prepare its young people for successful careers and productive lives. In the world of today, our regional economy is tied to the global economy. To prepare our young people for success, we must offer nothing less than a world-class education – and often a college degree. The future depends upon our effectiveness in developing a well-educated workforce to sustain and advance the economy of San Francisco and the surrounding region.

SF Promise has been in operation since 2008.

Who are the SF Promise Mentors? Mentors are SF State Students who have taken a special interest in supporting the success of teenagers, and have completed a screening and hiring process through SF State. Mentors make a commitment of one academic school year and work the a case load of 3-5 students at a particular school site. Mentors work with students by pushing into classroom, tutoring them one-on-one or in small groups, and supporting their academic performance through tutoring, field trips, and socialization. Preference is given to “underachieving” students with strong indicators of potential who have also been identified to have inconsistent and sometimes perilous academic experiences, mostly due to extreme socio-economic challenges. These are not students already being targeted for college.

Who are the schools that SF Promise works with? During 2012-2013 SF Promise Mentors are placed at AP Giannini, Everett, James Lick, Martin Luther King, Jr., and BV/HM Middle Schools.

How do the two programs collaborate? The MFS Site Coordinator, SF Promise Coordinator and Liaison meet up to 4 times per school year to plan and coordinate program activities and troubleshoot match support. The MFS Site Coordinator matches all SF Promise Mentors in the online evaluation system and the SF Promise Coordinator ensures logs are completed regularly.

MFS Site Coordinator and Lead Mentor meet monthly to de-brief matches and collaboratively plan upcoming calendar. Matches from both programs attend monthly activities to build community at each school site. SF Promise assists with monthly activities by covering food and transportation expenses whenever possible. The MFS Coordinator schedules one Pacific Leadership Institute Teambuilding event on-site every school year.

Pretests are completed for each new student to the mentoring program within the first month of being matched. The Lead Mentor is responsible to ensure that pre/post surveys for SF Promise students are conducted in a timely manner, with the assistance of the MFS Site Coordinator as needed. If it is known in advance that a student will be leaving the school (district) a post survey must be completed.

What trainings are offered? Prior to being matched with students the SF Promise Mentors attend two trainings: a New Volunteer Orientation to orient them to working in schools by SF Ed Fund, and Mentor Orientation and Best Practices offered by MFS to learn engagement skills and the benefits of
mentoring. SF Promise Mentors are also offered a full calendar of trainings throughout the school year by MFS that teaches engagement strategies, social skills and adolescent development, and goal setting.

**Roles:**

**SF Promise Coordinator** Oversees the initial screening and background clearance of SF Promise mentors with assistance of SF Ed Fund. Provides oversight to all SF Promise mentors through monthly meetings and trainings. Collaborates monthly with MFS District Coordinators.

**SF Promise Liaison** School employee assists in identification of students who meet the program criteria. The students are then matched with an SF Promise Mentor. Under the direction of the SF Promise Liaison, the program hosts educational and inspirational activities at SF State University and at each school site.

**SF Promise Lead Mentor** Acts as a liaison between SF Promise and MFS Site Coordinators. Assists with planning and implementing school activities to promote a college going atmosphere.
MENTORING FOR SUCCESS

COMMUNITY MENTOR ORIENTATION PROCEDURE

Thank you for welcoming community mentors to your school. Orientation is an important part of keeping volunteers engaged with the program and allows you a chance to assess the volunteer to make a good match. Following the steps below will help ensure the volunteer has everything they need to do a good job.

1.) Contact the mentor within 48 hours of speaking to the SF Ed Fund Liaison to set up a meeting with the volunteer. Review the volunteer’s profile before calling them.

2.) Give the volunteer a Welcome Packet when you orient them with a school tour.

**Welcome Packet Contents**

<table>
<thead>
<tr>
<th>Pre-assembled</th>
<th>Coordinator Assembles</th>
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<tbody>
<tr>
<td>Welcome Letter</td>
<td>Bell Schedule</td>
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<tr>
<td>School Calendar</td>
<td>Student’s Daily Class Schedule</td>
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<tr>
<td>About Your Student Worksheet</td>
<td>School Map</td>
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<tr>
<td>About Your School Worksheet</td>
<td>Emergency Card (school specific)</td>
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<tr>
<td>Accessing/Using Web Based Mentoring Log</td>
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</table>

**School Tour**

- Secretary introduction, place emergency card on file
- Key personnel introduction: staff with who student works (Paras, RSP, Counselor, Librarian, etc.)
- An alternate contact in the event that you are not available to meet with the mentor
- Office procedures for signing in and out, how to call when sick, parking information
- Walk through building (library, computer lab, cafeteria, yard(s), kitchen, etc.)
- Location of games, sports equipment, mentoring journals, activity ideas
- Accessible computers for the mentor to complete Online Activity Log
- Adult restrooms

3.) Match and Monitor

- Match the volunteer with a student and help coordinate the first meeting
- Check in weekly with the mentor the first three weeks of the match
- Check in monthly with the mentor about the match
- Include community mentors in all mentor communications (trainings, monthly events, service learning)

The mentor is expected to take responsibility for maintaining consistency and seeking out information relevant to his/her mentor role, but providing a complete orientation and early match support will lay the groundwork for a positive experience for you, the mentor, and the student.

If you have questions about this procedure please call us.

Thank you!

Mentoring for Success
[DATE]

Dear New Mentor,

Welcome to our school!

We appreciate your interest in mentoring a student. Mentoring is a research based intervention that promotes positive youth development by building developmental assets and resiliency, factors needed to successfully navigate school and life. Mentoring For Success offers you the chance to provide this benefit to your mentee.

Inside this folder you’ll find everything you need to get started.

- School’s Bell Schedule
- Your Mentee’s Daily Schedule
- School Map
- School Year Calendar
- About Your Student Factsheet
- About the School Factsheet
- How to Access and Use the Online Activity Log
- Emergency Card for School Site

It is remarkable how contributing something seemingly small like an hour of one’s time can make such a big difference in a child’s life. Thank you for your commitment to supporting the development of your mentee.

If you have any questions, you can always contact me. I look forward to working with you!

[SIGNATURE]
Mentor Program Coordinator

[EMAIL]

[PHONE NUMBER]
## 2012-2013 INSTRUCTIONAL CALENDAR*

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<th>Instructional Days</th>
<th>Dates of Significance</th>
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<td><strong>August 2012</strong></td>
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<td>Aug 13-15 - Professional Development Days (K-12)</td>
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<td>Aug 17 - Teacher Welcome Day</td>
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<td>Aug 23 - First Day of Instruction - Students Report</td>
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<td>Oct 8 - Columbus Day (Indigenous People’s Day / El Dia de La Raza) (Holiday)</td>
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<td>Nov 12 - Veterans Day Observance (Holiday)</td>
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<td>Nov 21-25 - Thanksgiving Sesssion</td>
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<td>Dec 24-31 - Winter Break</td>
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<td><strong>January 2013</strong></td>
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<td>Jan 1 - New Year's Day Holiday</td>
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<td>Jan 21 - Martin Luther King Day (Holiday)</td>
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<td>Feb 11 - Lunar New Year Observance (School Sites and EES Closed - District Offices Open)</td>
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<td>Feb 18 - President's Day (Holiday)</td>
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<td>Mar 20-22 - Spring Break (K-12)</td>
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<td>Mar 29 - Close Four Day Observance (Schools and EES Closed - District Office Open)</td>
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<td>May 27 - Memorial Day Holiday</td>
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<td>May 31 - End of the Spring Semester</td>
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Fall Semester – 84 days
Spring Semester – 96 days
Total Instructional Days – 180
Total Work Day – 1
Professional Development Days – 2
One additional PD Day - TBD
Total Service Days – 184

* Note - Furlough Days TBD, if necessary
MENTORING FOR SUCCESS  
ABOUT YOUR SCHOOL FACTSHEET

School Site Contact

Mentor Program Coordinator:

Name: _________________________________________
Email: _________________________________________
Phone: _________________________________________

School Website: ____________________________________________

Mentoring Website: www.healthiersf.org/mentoringforsuccess

School Office:

Name: _________________________________________
Phone: _________________________________________

Mentoring For Success Contact
Program Coordinators
Erin Farrell or Laurie Vargas
farrelle@sfusd.edu  vargasl2@sfusd.edu
415.242.2615
1515 Quintara
San Francisco, CA 94116

Password/Login for Computer Access: ________________________________
How to Log In: ____________________________________________________

WHERE DO I FIND THE. . . . .

Visitor Sign-In: _________________________________________________
Mentor Program Coordinator: _____________________________________
Computer to access Online Activity Log: ______________________________
Meeting space for mentoring: _________________________________
Games and Art Supplies: _________________________________________
Activity Ideas: _________________________________________________
Off-site Field Trip Forms: _________________________________________
Information about the next month’s activity: ________________________
MENTORING FOR SUCCESS
ABOUT YOUR STUDENT FACTSHEET

Student’s name: __________________________

Mentoring time is 1 hour/week, on-site during or after school, and intended to build positive relationships with adults (playing games, journaling, playing sports, having lunch, etc.).

Please complete the following information during the school tour to learn more about your mentee. Thank you!

STRENGTHS: (Interests, extra-curricular activities, etc.)
________________________________________________________
________________________________________________________

SPECIAL CLASSROOM RULES OR ACCOMMODATIONS FOR STUDENT:
________________________________________________________

WHO IS THE STUDENT’S HOME ROOM TEACHER?

TEACHER ____________________________ ROOM # ______________________

BEST TIME TO MEET WITH STUDENT?

☐ Home Room, Time: _____:____ - _____:____  ☐ Afterschool, Time: _____:____ - _____:____

☐ Lunch, Time: _____:____ - _____:____  ☐ PE, Time: _____:____ - _____:____

☐ Before School, Time: _____:____ - _____:____  ☐ Other: _____:____ - _____:____

WHAT OTHER ADULT(S) IS THE STUDENT CONNECTED WITH IN THE SCHOOL?
________________________________________________________

ALTERNATE CONTACT IF SITE COORDINATOR IS UNAVAILABLE:
________________________________________________________

ADDITIONAL INFO:
MENTORING FOR SUCCESS

ACCESSING AND USING THE ONLINE ACTIVITY LOG

Once a match has been made in the ETR online system, new mentors will receive an email message indicating the login will be firstName.lastName and the password is a randomly generated sequence of 8 characters. It's important that the site coordinator has a current email address for mentors. If an email is not provided in the match form the system can't send the notification with the temporary login information.

Mentors will update their account information the first time they log on with a permanent login and password that they can remember. It's okay to use the default login information but should choose a security question and answer it. Completing the security question allows the system to send a user their login information should it be forgotten.

For on-going access:

1. Log on to www.healthiersf.org/mentoringforsuccess
2. Click on “Online Activity Log”
3. Enter user name and password information as indicated.
4. Look on the left hand sidebar for “Mentoring Project” and click on it. Under Mentoring project the name of your student will be listed. Click on the student’s name.
5. To add a new contact, Click on the link at the top of the page that says “Create New Weekly Log”.
6. Complete ALL of the following empty fields in this view:
   - Mentoring Week
   - Total Weekly Minutes Spent
   - Total Weekly Contacts
   - Type(s) of Activity
   - Notes (Optional)*
7. After completing the necessary fields, click on “Submit Log”. You may add another contact if you are entering contacts for more than one week. Make sure you click on “Submit Log” after every entry and before logging off.

If you have misplaced your login or password

1) Use the ‘Forgot your login’ link on the login page. Clicking on this link allows you to enter your email and answer your security question to receive an automatic email with login information.
2) If you do not have a security question, email your Site Coordinator or farrelle@sfusd.edu and request that your login be reset. This will send you an email with temporary login info. Then you can login and choose a new login and password that you can remember.
If you have questions, please contact Kris Freiwald at krisf@etr.org or at 831-438-4060 ext. 253.
MENTORING FOR SUCCESS

CHECKING OUT A MENTOR ACTIVITY BIN

Mentor Activity Bins (aka Pink Bins) are offered primarily to school sites that use community-based volunteers as mentors. The bins offer mentors who don’t work at the school easy access to games and supplies to engage their mentee in one-on-one activities.

Mentor Activity Bin Contents:
- Chess
- Mancala
- Connect Four
- Apples to Apples
- Playing Cards
- Crayons, Markers, or Color pencils
- Paper
- Scissors
- Art & Craft Supplies (glue, letters, pipe cleaners, googly eyes, stamps, paint, etc.)
- Magazines
- Activity idea handouts

Bins must be checked out and returned before the end of the school year. They may not be stored over the summer at school sites.

To check out a bin please contact Erin Farrell
415-242-2615    farrelle@sfusd.edu
MENTOR ORIENTATION FACILITATOR’S AGENDA

**Why Orient Mentors?:** Orienting mentors allows Site Coordinators to review all aspects of the program including confidentiality, program expectations, as well as the time commitment. This allows Site Coordinators to better understand the capacity that potential mentors have to take on mentees.

This information is reviewed with mentors before they start meeting with students. It may be necessary to schedule a few orientation sessions on varying days/times to make sure all mentors can attend. This outline may be used to provide group or individual mentor orientations and it should not exceed 1 hour.

**Ice Breaker:**
- THINK, PAIR, SHARE. Share with a partner about an adult who had an influence on you as a young person. Then pairs share out to full group.

**Orientation Goals:**
- Provide mentors with information to ensure the success of mentor-student matches
- Provide an overview of program goals, model and expectations
- Provide specific tips, ideas and strategies to use with students
- Review documentation requirements

**Introduction:**
- Introduce the role of the Site Coordinator. Site Coordinator coordinates the mentoring program at the school site and is there to support the mentoring relationships.
- Team of support staff with Mentoring For Success that coordinate the district-wide mentoring program.

**Mentoring For Success Program Goals:**
- Place caring adults in the lives of SFUSD students
- Address issues impacting students such as attendance, academic performance, homework completion, behavior, and motivation/attitude toward school
- Enhance the school climate
- Build the school’s capacity to sustain Mentoring For Success through training

**Introduction to Mentoring:**
- Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult.
- Mentoring is not case management, therapy or teaching.
- Mentoring is a proven strategy to build resiliency and life success skills. Students in consistent mentoring relationships have been shown to be:
  - less likely to begin using drugs or alcohol
  - less likely to engage in violence
  - more likely to attend school
  - more likely to have a positive attitude toward school *(Public/Private Ventures Big Brothers Big Sisters Study, 1995)*

2012-2013 Program Guide
- more likely to be positive toward elders and toward helping others (Jekielek et al., 2002)

- Mentoring focuses on relationship building to establish mutual trust, respect, and friendship and *then* can develop to address specific goals and sensitive issues.
- Mentoring is one-to-one but does not preclude the value brought to students by exposure to other positive adults and resources.

**How Does The Student Mentor Program Work?**

- The Site Coordinator manages all aspects of the program to support mentors and their student mentees.
- This is a school-based program where mentors meet with students weekly for approximately one hour during the school year, preferably on a specific day and time. Participants also have contact during the summer.
- The program considers the individual needs and culture of each student.
  - **Cultural Competence**
- Mentors engage in a variety of asset building activities with students on school grounds. See the website for additional resources.
  - [**Activity Ideas**](http://www.healthiersf.org/mentoringforsuccess)
  - [**Activity Binder**](http://www.healthiersf.org/mentoringforsuccess)
  - [**Website**](http://www.healthiersf.org/mentoringforsuccess)
- Mentors abide by confidentiality. Mentors are mandated reporters and if their mentee discloses issues of danger they must report it to the Site Coordinator. If their mentee reports that that they are thinking of hurting themselves, hurting others or are being hurt this information must be reported to the Site Coordinator and other appropriate authorities.
- Group program activities are held during the school year and in the summer months.

**What Do Mentors Do?**

- **Review Mentor Guidelines**
- **Initial Meeting:** Set regular meeting time using **Mentor-Mentee Meeting Agreement**
- **Use** What’s Hot, What’s Not or **Mentor-Student Ice Breaker** to begin building a relationship with your student
- **Review** Activity Ideas and Free and Low Cost Activity Ideas with mentee. See website for more activity ideas. [www.healthiersf.org/mentoringforsuccess](http://www.healthiersf.org/mentoringforsuccess)
- **Attend** planned Monthly Group activities at school
- **Document** each student visit on the **Online Activity Log** and submit weekly
  
  Click on [**Online Activity Log**](http://www.healthiersf.org/mentoringforsuccess) at: www.healthiersf.org/mentoringforsuccess
- **Consult** with Mentor Program Site Coordinator to brainstorm fun ideas, or troubleshoot problems or concerns*. See website for Match Support resources
- **Attend** Mentor Trainings advertised throughout the year. See website for calendar.
- **Mentor** Interviews for program evaluation
- **Make a Summer Plan**, **Summer Activity Ideas**, **Summer Planning Worksheet**, **Summer Agreement**
- **Match Closure**

*Please notify your Mentor Program Site Coordinator if your student is moving or transferring schools to insure that referrals may be made for the student at their new school, and post-surveys are completed.*
MENTORING FOR SUCCESS
MENTOR ORIENTATION

AGENDA

1. Ice Breaker, Orientation Goals and Introductions

2. Mentoring For Success Program Goals and Introduction to Mentoring

3. What do Mentors do?
   • Mentor Guidelines

4. How Does The Student Mentor Program Work
   • Mentor/Mentee Relationship Cycle
   • Cultural Competence

5. Special Considerations
   • Best practices working with foster youth
   • Foster Youth Mentor Online Orientation
     http://healthiersf.org/MentoringForSuccess/Mentor/Training/index.cfm
   • Students with Disabilities

6. Activities
   • When to meet agreement
   • Free/low-cost activities
   • Get to you know you interview and ice breakers

7. Q & A

8. Mentor Orientation Evaluation

9. District Program Contacts

Mentoring For Success Program Office: 415-242-2615
Erin Farrell, District Program Coordinator farrelle@sfusd.edu
Laurie Vargas, District Program Coordinator vargasL2@sfusd.edu
MENTORING FOR SUCCESS
MENTOR GUIDELINES

“The most effective mentors offer support, challenge, patience, and enthusiasm while they guide others to new levels of achievement.”
("STAGES OF A MENTORING RELATIONSHIP" Baylor University’s Community Mentoring for Adolescent Development)

Overview:
Mentoring For Success provides students with highly qualified and effective mentors who engage students in asset building activities to build skills for school success, attendance, and problem solving.

Mentors serve as positive role models and motivate students to become their best. They offer students a pathway to expand their life perspectives, overcome obstacles and build on their strengths to make positive choices and develop essential school and life skills. Mentors are not case managers or therapists. They are caring adults committed and skilled at building relationships with young people.

Responsibilities and Commitments:

☐ Mentors must be SFUSD employees or volunteers with the proper background clearance to work with students.

☐ Attend mentor orientation and training session(s). On-going training is offered through the Mentoring For Success program and notifications will be sent out via email and flyers in your school mail box.

☐ Commit to meeting with a student weekly for one hour for a full year including check-ins during the summer, preferably at a scheduled day and time on school grounds.

☐ Document student visits and activities in the Online Activity Log.

☐ The mentor-student relationship is one-to-one. If a mentor is willing and available, he or she may mentor 2 students with the approval of the Mentor Program Site Coordinator.

☐ Attend scheduled, monthly mentor program events planned at the school site.

☐ Meeting with students off campus is not a requirement and is not permitted during the first three months of the match. Any visit/activity off campus must have a signed permission slip from the parent on file with the Site Coordinator, and documented in the Online Activity Log. Personal vehicles may only be used to transport students with authorization from school administrator and proper insurance documentation. Public transportation, walking or bicycling are preferable.

☐ The use of alcohol and recreational drugs is strictly prohibited when spending time with your student mentee regardless of whether it is during school hours.

☐ Maintain confidentiality. Mentors are mandated reporters and must tell the Site Coordinator or other authorities if they learn of anything that may pose any danger or threat to the student or someone else.

☐ Notify the Site Coordinator and mentee as soon as possible if you are unable to continue mentoring. A closure meeting will be facilitated by the Site Coordinator.

☐ Have fun!
Stage 1: Building Trust
- Plan meetings
- Get to know each other
- Set boundaries
- Recognize strengths
- Learn to communicate

Stage 2: Exploring Possibilities
- Choose activities
- Explore interests
- Set realistic goals
- Rethink first impressions
- Bridge differences

Stage 3: Navigating Rough Spots
- Mentee may start pulling away
- Uncomfortable feelings may arise
- Remain committed
- Seek outside support
- Clarify boundaries

Stage 4: The Continuing Cycle
- Reflect on Goals
- Celebrate accomplishments
- Deeper bond and connection formed
- Prepare for closure or return to Stages 2 or 3

MENTORING FOR SUCCESS
MENTOR MENTEE RELATIONSHIP CYCLE
MENTORING FOR SUCCESS
CULTURAL COMPETENCE

Introduction to Cultural Competence:

*Cultural competence is the ability to recognize the value of a culture different from one’s own, and understanding that cultures are neither inferior nor superior to one another. Cultural differences, and similarities, are appreciated.*

Culture is the framework in which a person lives and through which a person views the world. This framework includes beliefs, values, traditions, experiences, education, gender, and social status – all of which work together to guide behavior and decision making.

Mentor programs and mentors themselves must examine their own thoughts and beliefs about their own and other cultures to identify their biases, and to build culturally competent mentoring skills.

Achieving Cultural Competence:

- **Recognize personal, culturally learned assumptions or biases.** Our perception of others is filtered through these personal biases. Once we are aware of them they can be managed and even removed. *In mentor/student relationships, mentors must challenge and overcome their own biases, and be prepared to address biases or prejudices and/or experiences of being discriminated against by students. Mentors should be sensitive to the difficulty of sharing such beliefs and experiences and listen intently to students.*

- **Increase knowledge about other cultures.** When a cultural bias is identified, or simply not much is known about another culture, increasing knowledge about that culture is important. Here are several ways mentors can increase their knowledge:
  - Mentors can research the student’s culture, and when appropriate, do so as an activity with the student
  - They can seek out and talk with adults from the student’s culture to learn more about their beliefs, traditions, language, customs, values, etc.
  - Look at magazines, newspapers and television targeted to the student’s particular community to gain insight and information about the student and his or her community
  - If appropriate, the student can teach the mentor some of his or her home language
  - Furthermore, it is important to understand the student’s family issues of immigration and acculturation (voluntary vs. involuntary immigration and where they are on the continuum of acculturation)

- **Increase interaction with different cultures.** This is one of the main factors that affect one’s beliefs about others of different cultural backgrounds.
  - Mentors and students can talk openly about each other’s cultural background
  - When appropriate, mentors can participate in students’ cultural traditions, or support students to share a tradition with their class/school
  - Mentors can attend community festivals, and/or other civic and religious events in their students’ particular communities
Who are Foster Youth?
According to the National Foster Care Coalition, a foster youth is a youth who is removed from their biological parents care due to neglect or abuse and placed in the care of the state. This placement could include being placed with relatives, in a group home, or in a traditional non-relative foster home placement.

- **Why are children placed in Foster Care?** Children are removed from the care of their parents primarily because of abuse or neglect due to complex family, social, and environmental conditions out of their control. Some children in foster care move frequently among emergency shelter, foster parent, guardian homes (kinship/relative or non-relative) and group homes.

- **Who are the adults in foster youths’ lives?** Multiple adults are involved in different aspects of foster youths’ lives; social workers, relative caregivers, foster parents, group home staff, probation officers, therapists, court appointed lawyers, Court Appointed Special Advocates (CASA), education surrogates, and birth parents.

- **How many young people are in foster care?** As of July 2011, there are over 53,000 children and youth in Foster Care. In San Francisco over 1,000 children are in the San Francisco Foster Care system. Approximately 250 of those are age 16 or over. Every year, over 130 youth emancipate at age 18 to independence.

**General Tips for Working with Foster Youth**

- ✔ Respect the youth’s privacy! His/her foster care status is confidential and cannot be shared without permission.

- ✔ Create an environment that makes the youth feel included and safe. Having someone that they can check in with and connect to at school is important in helping them be successful in school.

- ✔ Structure activities to support the youth’s success. Provide predictability, consistency, clear expectations and opportunities for meaningful participation. Scaffold activities when appropriate.

Adapted from San Francisco Unified School District – School Health Programs - Foster Youth Services Program website, and a handout by Honoring Emancipated Youth
In San Francisco Unified School District there are over 6,000 students identified as having a disability. According to An Audit of Programs & Services for Students with Disabilities in the San Francisco Unified School District (September 2010), this makes up approximately 11% of the overall student population.

Mentoring is an essential component in supporting youth with disabilities. Whether students have an active IEP or a 504 Plan, having a supportive, caring adult relationship at school can assist students in feeling more connected to their school as well as empowered in their education.

Mentoring For Success will be hosting trainings throughout the school year to assist mentors in supporting students with disabilities. Trainings will give mentors an opportunity to better understand the specific disability, including specific learning disabilities and ADHD.

Contact Laurie Vargas or Erin Farrell for more information.
MENTORING FOR SUCCESS
MENTOR-MENTEE MEETING AGREEMENT

Mentor Name: ____________________ Student Name: ____________________

We agree to meet once a week during the hours of ______________________ (time)

at/in _______________________. (location name)

We agree that if either of us is late or cannot attend a weekly meeting we will:

☐ Contact my mentor/mentee by phone, email or text

☐ Contact the Program Coordinator to let my mentor/mentee know

Mentor phone number ______________________________________________

Mentor email _____________________________________________________

Student phone number ______________________________________________

Student email_____________________________________________________

Program Coordinator phone number ___________________________________

Program Coordinator email __________________________________________

________________________________  ______________________
Student signature        Date

________________________________  ______________________
Mentor signature        Date

Please give this to your Site Coordinator and he/she will make a copy for each of you.
MENTORING FOR SUCCESS

ACTIVITY IDEAS

- Homework assistance or regular help with a challenging subject for the student
- If attendance is an issue, brainstorm strategies to improve attendance and monitor the results; if needed, make adjustments together
- Visit student in a class to check in and provide support
- Help student organize his/her backpack, desk and/or cubby, homework planner or organizer
- Student journal (may include writing, drawings, photos, stickers, goals/plans, etc.)
- Art projects (drawing, making cards for family or friends, collages, life maps, etc.)
- Have breakfast or lunch (or bring in ingredients to make a healthy breakfast or lunch)
- Play games (cards, checkers, chess, puzzles, dominoes, Mancala, Legos, Jenga, etc.)
- Play outside (basketball, jump rope, play catch with a ball, Frisbee, etc.)
- Work out--bring your mentee to your gym with a guest pass
- Gardening (if no outdoor garden, get pots and soil to plant)
- Go to the library and read a book together
- Research an area of interest to the student using computer and library
- Volunteer to do “community service” together at school (put up a bulletin board about positive school behavior, read to younger students, start a “keep our school clean” campaign, etc.)
- Write a letter to a school, local, state or federal official about an issue of concern to the student and anxiously await their response
- Write a story together and include pictures/drawings (submit to student newspaper, school newsletter or PTA)
- Photography (give student a disposable camera to take pictures of neighborhood, family, friends, pet to use in life mapping or journal, learn to use digital camera technology, etc.)
- Discuss interesting places student would like to visit and find them on the map, send for tourist information and find web sites about the destinations, learn about the people who live there
- Hold conversations regarding topics such as: What student wants to be when they grow up, school subjects they like or don’t like and why, what extra support they may want with school work, how they can set/accomplish goals, what they’re good at and how to begin incorporating their interests/talents into their lives, even outside of school (e.g. arts, dance, sports, computers/tech, affection for animals, poetry, etc.)
- If possible, teach your student one of your favorite hobbies (e.g., jewelry making, pottery, knitting, playing a musical instrument, building model cars, etc.)
- Get involved in a school club, play, etc. to build student’s school pride and self-confidence
- Visit a college campus together
Free and Low-Cost Activity Ideas

Looking for new things to do that don't cost a lot of money? There are plenty of options for you—inside or outside, around home or out and about. Physically active or relaxing—take your pick! Below are just a few ideas for things you can do together that don't necessarily require spending a lot of money.

**General Activities We'd Like to Try**

- Cooking
- Having lunch together
- Going bargain shopping
- Playing board games
- Playing video games
- Playing card games
- Spending time on a farm
- Making crafts or art
- Attending a family gathering
- Going to a book signing or author reading
- Working on cars or bikes
- Scrapbooking
- Talking on the phone
- Taking care of pets
- Eating ice cream
- Learning photography
- Doing simple building projects
- Learning how to knit or quilt
- Visiting each other's faith community
- Figuring out how to program a VCR, fix a computer, or some other appliance
- Volunteering together for a local cause
- Making stationery together, then sending each other notes on it over the course of the next year

**Academic, Career, and Life Skills–Focused Activities We'd Like to Try**

- Doing homework
- Reading
- Working on a résumé
- Talking about career interests
- Talking about education possibilities, beyond high school
- Visiting a local technical school, community college, or university
- Working on college applications
- Working on financial aid applications
- Practicing job interview skills
- Learning to balance a checkbook
- Going to a library
- Investigating the pros and cons of credit cards
- Taking a community education class together
- Looking for jobs or internships
- Touring the mentor's workplace
- Talking about balancing work and life
- Talking about living within one's means

CONTINUES→
**Sports and Physical Activities We'd Like to Try**

- [ ] Swimming
- [ ] Bike riding
- [ ] Rollerblading
- [ ] Bowling
- [ ] Canoeing or boating
- [ ] Sledding
- [ ] Going to a park
- [ ] Fishing
- [ ] Playing catch
- [ ] Horseback riding
- [ ] Hunting
- [ ] Learning karate
- [ ] Snowboarding or skiing

**Events and Activities That May Cost More Money That We'd Like to Try**

- [ ] Going to a play
- [ ] Going to a museum
- [ ] Attending a poetry slam
- [ ] Going to an amusement park
- [ ] Going to a county or state fair
- [ ] Attending a community or neighborhood parade or festival
- [ ] Attending a fund-raiser for a school, congregation, or other cause
- [ ] Attending a sporting event together
- [ ] Going to a concert together
- [ ] Visiting the zoo
- [ ] Going to a movie
- [ ] Going to a show together (like a flower show or an auto show)
## MENTOR-STUDENT ICE BREAKER

**STUDENT**
- Favorite animal: ________________________
- Favorite color: ________________________
- Height: ______________________________
- Eye color: ____________________________
- My hero: _____________________________
- Three wishes: ___________________________________________________________________
- ____________________________________
- Best friend: __________________________
- Makes me mad: ___________________________________________________________________
- ____________________________________
- Food I hate: _________________________
- Last time I cried: _____________________
- ____________________________________
- Favorite star (movies, TV or music): ________________________________________________
- Makes me happy: ____________________
- ____________________________________
- What I like best about school: __________________________
- ____________________________________

**MENTOR**
- Favorite animal: ________________________
- Favorite color: ________________________
- Height: ______________________________
- Eye color: ____________________________
- My hero: _____________________________
- Three wishes: ___________________________________________________________________
- ____________________________________
- Best friend: __________________________
- Makes me mad: ___________________________________________________________________
- ____________________________________
- Food I hate: _________________________
- Last time I cried: _____________________
- ____________________________________
- Favorite star (movies, TV or music): ________________________________________________
- Makes me happy: ____________________
- ____________________________________
- What I like best about school: __________________________
- ____________________________________

(Adapted from: “STAGES OF A MENTORING RELATIONSHIP” Baylor University’s Community Mentoring for Adolescent Development)
Understanding each other’s worlds, each other’s cultures, is important for the development of a meaningful mentoring relationship. This work sheet can help you brainstorm about “What’s Hot? What’s Not?” with today’s youth and adults. Mentors can share their own preferences and tastes now or when they were the student’s age. You might find that you have some surprising similarities and/or some major differences.

<table>
<thead>
<tr>
<th></th>
<th>What’s Hot?</th>
<th>What’s Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentee’s peers</td>
<td>Mentor’s peers</td>
</tr>
<tr>
<td>Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertainment (Movies, books, games, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hairstyles</td>
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<tr>
<td>Food</td>
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<td></td>
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<tr>
<td>Language (especially slang)</td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
Since many students in the mentor program have experienced loss, separation, trauma, and transience, program staff and mentors must handle match closure with sensitivity and a plan.

Please be aware that many students transfer to different schools or their families move to different areas. As a result, Match Closure may happen mid-year. Please notify your Mentor Program Site Coordinator if you are aware that your student will be leaving the school. This will enable them to make appropriate referrals to the family if needed, to complete the Post Survey with the student, and also confer with you regarding Match Closure activities.

Here are some ideas for your Match Closure:

1) Give several weeks before the end of the school year or end of the match period to begin the closure process
2) Set a specific date for your last meeting and inform your mentee of this ahead of time
3) Talk about the reasons for ending the match; be honest, candid and supportive (regardless of the reason for the closure)
4) Review the year by talking about fun activities and the personal impact on each other’s lives; review journals, photos, drawings or other materials used to document the relationship
5) List new skills learned, challenges overcome, accomplishments, goals yet to be reached, and brainstorm strategies for the student to continue working toward goals
6) Exchange small, meaningful “closure gifts” with your student
7) Don’t make promises that you may not be able to keep (e.g., that you will keep in touch)
8) Be positive and supportive, especially about what the future may hold for your mentee
MENTORING FOR SUCCESS

ACCESSING AND USING
THE ONLINE ACTIVITY LOG

Once a match has been made in the ETR online system, new mentors will receive an email message indicating the login will be firstName.lastName and the password is a randomly generated sequence of 8 characters. It's important that the site coordinator has a current email address for mentors. If an email is not provided in the match form the system can't send the notification with the temporary login information.

Mentors will update their account information the first time they log on with a permanent login and password that they can remember. It's okay to use the default login information but should choose a security question and answer it. Completing the security question allows the system to send a user their login information should it be forgotten.

For on-going access:

1. Log on to www.healthiersf.org/mentoringforsuccess
   Click on “Online Activity Log”

2. Enter user name and password information as indicated.

3. Look on the left hand sidebar for “Mentoring Project” and click on it. Under Mentoring project the name of your student will be listed. Click on the student’s name.

4. The Mentor-Mentee Contact Log will come up showing contact recorded to date.

5. **To add a new contact**, Click on the link at the top of the page that says “Create New Weekly Log”.

6. Complete ALL of the following empty fields in this view:
   - Mentoring Week
   - Total Weekly Minutes Spent
   - Total Weekly Contacts
   - Type(s) of Activity
   - Notes (Optional)*

7. After completing the necessary fields, click on “Submit Log”. You may add another contact if you are entering contacts for more than one week. Make sure you click on “Submit Log” after every entry and before logging off.

*If you have misplaced your login or password*

1) Use the 'Forgot your login' link on the login page. Clicking on this link allows you to enter your email and answer your security question to receive an automatic email with login information.

2) If you do not have a security question, email farrelle@sfusd.edu and request that your login be reset. This will send you an email with temporary login info. Then you can login and choose a new login and password that you can remember.
Mentoring for Success Web-based Mentor Log Screen Shot

If you have questions, please contact Kris Freiwald at krisf@etr.org or at 831-438-4060 ext. 253.
Thank you for taking the time to complete this brief survey. Your responses provide valuable information used to monitor the success of our program. Please complete this survey only if you are a **NEW** mentor (joining the program in July - December 2012).

1. **LAST name:**
2. **FIRST name:**

3. **Who provided your Mentor Orientation?**
   - [ ] SF Ed Fund
   - [ ] MFS District Staff
   - [ ] Other (please specify) ________________________________

4. Please indicate whether you are an individual or Project Arrive mentor.
   - [ ] Individual
   - [ ] Project Arrive

5. **At which school will you be mentoring?**
   - [ ] Aptos MS
   - [ ] Balboa HS
   - [ ] Bessie Carmichael MS
   - [ ] Bret Harte ES
   - [ ] Bryant ES
   - [ ] Burton HS
   - [ ] BV/HM MS
   - [ ] Cleveland ES
   - [ ] Civic Center
   - [ ] Denman MS
   - [ ] Dr. William L Cobb ES
   - [ ] El Dorado ES
   - [ ] Everett MS
   - [ ] Fairmount ES
   - [ ] Francisco MS
   - [ ] Dr. George W Carver ES
   - [ ] Giannini MS
   - [ ] Hilltop HS
   - [ ] Hoover MS
   - [ ] ISA HS
   - [ ] ISA MS
   - [ ] James Lick MS
   - [ ] John Muir ES
   - [ ] John O'Connell HS
   - [ ] Malcolm X Academy ES
   - [ ] Mission HS
   - [ ] MLK MS
   - [ ] Paul Revere MS
   - [ ] Presidio MS
   - [ ] Rooftop Alt. MS
   - [ ] Roosevelt MS
   - [ ] Rosa Parks ES
   - [ ] SF International HS
   - [ ] Sheridan ES
   - [ ] SOTA/Academy of Arts & Sciences HS
   - [ ] Tenderloin ES
   - [ ] Thurgood Marshall HS
   - [ ] Visitacion Valley MS
   - [ ] TBD (Community Based Mentors)

6. Did you receive a Mentor Information Packet from your site-coordinator or SF Ed Fund? (This includes your Mentor Guidelines, Activity Ideas, Mentor Log Instructions, etc.)
   - [ ] Yes
   - [ ] No

7. As a result of the Mentor Orientation, I have increased knowledge of the Mentoring For Success Program content (e.g. program model, goals, and requirements).
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Agree
   - [ ] Strongly Agree

8. As a result of the Mentor Orientation, I have increased knowledge that I will apply in my role as a mentor.
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Agree
   - [ ] Strongly Agree

*Thank you! We appreciate the commitment and extra time you give to mentor a student. Please feel free to contact your Site Coordinator or the District Coordinators if you need assistance of any kind.*
Under the California Education Code and Board Policy, students may engage in field trips to enrich and complement their educational experience. With your consent, your child is participating in the Student Mentor Program. As part of this program, mentors may take mentees on field trips, which can include both group and one-on-one trips, as indicated below. Please review the list of proposed trips below and initial every trip that you will authorize. Please read this entire form and sign and date at the end if you agree to all terms. Thank you.

Student Name: ____________________________________________________________

Mentor Name: ____________________________________________________________

The trips will depart from and return to: (school name) ___________________________

<table>
<thead>
<tr>
<th>Field Trip Location and Address</th>
<th>Field Trip Date</th>
<th>Departure and Return Time</th>
<th>Adult Supervisor(s) of Trip and Titles of Supervisors</th>
<th>Number of Students Attending Trip</th>
<th>Parent Initial</th>
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**Trip Description** The field trip(s) will involve the following activities: *(Mentor: describe trip and activities in detail):*

________________________________________________________________________

**Items Student Should Bring** *(if any):*

________________________________________________________________________

**Transportation** *(Describe transportation for each trip i.e.: walking, MUNI, BART, Caltrain, school bus, charter bus, private automobiles)*

________________________________________________________________________

If traveling by automobile, name(s) of approved driver(s):

________________________________________________________________________

*(Note: Volunteer drivers must complete the Volunteer Driver Form prior to Field Trip)*

**WAIVER OF CLAIM:** I understand that Education Code Section 35330 provides that all persons making a field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, illness or death occurring during or by reason of the field trip or excursion. I therefore acknowledge that as a condition of my son/daughter/ward participating in said activity, I hold harmless and waive any and all claims against the State of California or the San Francisco Unified School District (and its officers, employees, agents), including, but not limited to, claims arising out of any negligence of any officers, employees or agents of the District, for any injury, accident, illness, or death, or any loss or damage to personal property occurring during or by reason of the participation in said activity.

1. I understand this field trip is optional and attendance by my child is not required and that an alternative activity at School will be provided if I do not give permission for my child to participate.
2. I understand that all students going on this trip will be responsible in conduct to the bus driver(s), to teachers, and, if applicable, adult sponsors at all times.
3. I understand that all field trips begin and end at the School and that all students are required to go and return from this event on the transportation provided, unless prior arrangements have been made and agreed to in writing by the principal, site administrator, or teacher.
4. The District provides all students with Field Trip Accident Insurance that covers 100% of reasonable and customary charges up to $25,000.00 per claim, with no deductible amount. I understand that in order to make an insurance claim, I must complete, or cooperate with school personnel and the attending physician or dentist in completing an accident claim form, which is available at the School. I shall submit the claim form according to the instructions on the form. I understand that the District provides this insurance as a courtesy and, in no way, is responsible for the making, granting, or denying of insurance claims.
AUTHORIZATION TO TREAT MINOR: In the event that I, or other parent/guardian, cannot be reached in an emergency, I hereby give permission to the school staff to secure proper treatment for my child. I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon or dentist and performed by or under the supervision of the medical staff of the hospital or facility furnishing medical or dental services.

PARENT/GUARDIAN SECTION: MUST BE COMPLETED

Print Name(s) of Parent/Guardian: ________________________________
Parent/Guardian Work Phone: ________________________________
Parent/Guardian Work Phone: ________________________________
Emergency Contact Person: ________________________________
Emergency Phone Number: ________________________________
Pagers, cell phones, e-mail: ________________________________
Physician/Health Insurance Name: ________________________________
Policy Number: ________________________________
Phone: ________________________________
Student's Critical Medical Needs/Allergies/Conditions: ________________________________

I acknowledge that I have carefully read this document and understand the information therein. I agree to each of the terms and acknowledgments above, and agree to permit my child to participate in all field trips initialed by me above.

Date: ___________ Parent /Guardian Signature: ________________________________

CHAPERONES: If agreement has been reached with the supervising teacher, and I chaperone students on this trip, I will comply with all District requirements pertaining to the chaperoning of students.

Print Name ___________________________ Signature ___________________________

FOR MIDDLE AND HIGH SCHOOLS ONLY
TEACHERS’ APPROVAL OF STUDENT’S PARTICIPATION IN FIELD TRIP

1° (Subject and Signature) 5° (Subject and Signature)
2° (Subject and Signature) 6° (Subject and Signature)
3° (Subject and Signature) 7° (Subject and Signature)
4° (Subject and Signature) ___________________________

Administrator’s Approval Counselor’s Approval
AGREEMENT FOR VOLUNTEER DRIVERS

As required by the San Francisco Unified School District Administrative Regulation No. 5125 any driver who volunteers to transport students must comply with the following prior to any instance of transportation: (Check the box if requirement has been met)

☐ Agreement has been reached with the supervising teacher

☐ A copy of a Valid California Driver’s License has been provided

CDL #: ___________________________ Exp: ___________

☐ A valid Proof of Insurance card with applicable limits has been provided

☐ A copy of valid vehicle registration has been provided naming the prospective driver as the vehicle’s registered owner.

☐ Driver has satisfied the TB test requirement

☐ Driver certifies that the vehicle to be used for transportation is in proper working order and meets all applicable safety standards and is not designed to carry seven or more passengers plus the driver.

☐ Driver will be providing transportation for the following:

School: ____________________________________________

Activity: __________________________________________

Date(s): __________________________________________

☐ If more than one date is noted above, Driver has been fingerprinted and cleared

The undersigned, affirms that the above information has been provided and the statements made are true and correct and he/she shall indemnify and save harmless the San Francisco Unified School District from any and claims or causes of action by whomever or wherever made or presented including but not limited to personal injuries, property damage or death resulting from voluntary transportation activities.

The undersigned additionally acknowledges that San Francisco Unified School District does not carry insurance for damage or liability on private vehicles.

Print Name ___________________________ Signature ___________________________

Type and Year of Vehicle _________________ Vehicle License No. _________________

______________________________________ ________________

School Administrator Date
MENTORING FOR SUCCESS

STUDENT ELIGIBILITY

Students may be referred by the SAP, SART, SST, FYS, FYIT, ASP, teachers or other identified sources. Parent/caregiver consent is required for participation (Parent/Guardian Consent for Student Participation, p. 81).

Some eligibility criteria to consider:

- Truant students (students with poor attendance)
- Students with Disabilities (an active IEP or 504 Plan)
- Willingness to participate in program, even if somewhat suspicious or reluctant of mentoring assistance
- Living in a group home or with grandparents, relatives or other caregivers
- Lack of adult support and guidance outside of school
- Homeless students
- Students with incarcerated parents
- Need for behavioral, social and/or academic support
  - For 6th and 9th graders- consider grades and attendance after 1st quarter
  - Consider students not receiving other school/community resources; students who may be overlooked but still in need of support
- ASP student

Consider matching students and adults based on mutual interests. Research shows this increases the likelihood of a positive match and successful mentoring relationship.

Please remember students with an IEP/504 and/or who are in the Foster Youth System should be prioritized for the mentor program. For FY: Notification of participation should be faxed to the student’s Social Worker. All mentors matched with foster youth will need to complete the online training specialized in working with foster youth, found at: http://www.healthiersf.org/mentoringforsuccess.

Do not consider students involved with the juvenile justice system or engaged in serious/dangerous behaviors unless mentoring is one facet of a professionally managed comprehensive care plan.
MENTORING FOR SUCCESS

SOCIAL WORKER NOTIFICATION
OF STUDENT PARTICIPATION

Dear Social Worker,

(Name of school)'s mentoring program provides our students with additional support to help them do their very best at school. Mentoring is an effective strategy to help children make positive choices, stay on track in school and avoid negative behaviors.

The mentors are either staff at (name of school), the After School Program, SFUSD employees, or community volunteers. Mentors meet with students weekly during school or after school program hours and do a variety of positive activities together (for example: homework, reading, journaling, cooking, and art). These activities take place on school grounds during the school year. With parent/guardian permission mentors may take students off campus or meet during the weekend. Possible field trips include: walking field trips, ropes course, or even sporting events. Mentors and mentees remain in contact during the summer with parent/guardian permission.

We are pleased to inform you that a child on your caseload was successfully matched with a mentor at (Name of school). We have received consent from the guardian and can send a copy if necessary.

Student Name: _________________________________________

Guardian Name & Phone number: ________________________________

Mentor Name & Phone Number: ________________________________

If you have any questions or concerns, please call (Mentor Program Site Coordinator’s Name), at (phone number).
MENTORING FOR SUCCESS

STUDENT MENTEE ORIENTATION

This information is reviewed with mentees before they start meeting with mentors. Although a group orientation is preferable, this outline may be used to provide group or individual mentee orientations and it should not exceed 60 minutes. The mentee orientation allows students to ask questions about the program, it helps to provide cohesion at the beginning of the school year; and reinforces the time commitment for the student as well.

All students new to Mentoring For Success (those that were not mentored last year or at the previous school) need to have a pretest completed within the first month of being matched. Pretest results assist MFS in reporting to the school district and OJJDP the efficacy of the mentoring program.

Purpose:
- Provide students with a clear understanding of the concept of a mentor and their role
- Increase students’ understanding of what to expect from a mentor
- Outline expectations of a mentee
- Improve understanding of relationship development

Program Goals:
- Increase the programs ability to sustain matches through screening and orientation of student mentees
- Enhance mentee self determination
- Address issues impacting students such as attendance, academic performance, homework completion, behavior, and motivation/attitude toward school
- Build the school/after school program’s capacity to sustain an effective student mentor program
- Enhance the overall school/after school program’s climate/culture

Introduction to Mentoring:
- Mentoring is a relationship with a caring adult at school. The mentor may explore your interests with you, share meals, help you with problems or concerns, or just have fun.
- Mentoring is not counseling, tutoring, or to change a student’s behavior.
- Mentoring has been a part of cultures throughout the world for over a thousand years.
- Mentoring is a one-on-one relationship.
- Mentoring focuses on building a relationship that will benefit both the mentor and the mentee. Mutual respect is a cornerstone of the mentoring relationship.

Overview of the Program:
- Mentors and students meet approximately one hour per week during the school year, preferably on a specific day and time. During the summer months mentors and students arrange a way to keep in touch, either by phone, email, or participating in activities together.
- Mentors and students are part of a community of people who will meet for group activities regularly throughout the year.
MENTORING FOR SUCCESS
MENTEE ORIENTATION FACILITATOR’S AGENDA

1. Welcome/Introduction to the program
   If possible, include a panel of youth who have been mentored to talk about their experiences. You may choose only one student but it is good to have at least two different perspectives.

   Ice Breaker: “Find the Mystery Person”

2. What is Mentoring?
   Mentoring is:
   o A relationship with a caring adult at school.
   o Not counseling, tutoring, or a change to a student’s behavior.
   o A one-on-one relationship
   o Focused on building a relationship that will benefit both the mentor and the mentee. Mutual respect is a cornerstone of the mentoring relationship.

3. Overview of Mentoring for Success
   - Mentoring For Success is a school based mentoring program that matches SFUSD Staff and SF community members with youth in SFUSD schools. Once matched, these mentors and students:
     i. meet one hour a week during the school year
     ii. are part of a larger mentoring community
     iii. meet monthly for group activities with other mentors and mentees
     iv. keep in touch over the summer by phone, email, text, or by participating in activities together

4. Activity – “Scenarios of Match Relationships” (if time allows)
   This activity has been broken down into two age groups: elementary mentees and then secondary school mentees. Please use the appropriate set of scenarios with each group.

5. Do’s and Don’ts: Student Expectations
   - Do’s
     Talk/Communicate with your mentor
     Meet regularly
     Try new things
     Share/explore your interests
     Expect it to feel awkward at the beginning
     Respect your mentor
   - Don’ts
     Miss scheduled meetings
     Activities that cost a lot
     Ask mentors to drive you around
     Ask for money

6. Student Agreement and Parent/Guardian permission forms

7. Student Mentee Pretest

8. Contact for questions or problems: Site Coordinator or District Coordinator
MENTORING FOR SUCCESS
MENTEE ORIENTATION

AGENDA

1. Welcome, Orientation Goals, and Icebreaker
   a. Icebreaker – Find the Mystery Person

2. What is Mentoring?

3. Overview of Mentoring For Success

4. Activity: Scenarios of Match Relationships

5. Do’s and Don’ts: Student Expectations

6. Student Agreement, Parental Consent, and Mentee-Mentor Meeting Agreement

7. Q & A

8. Pre-Test

9. Contacts
MENTORING FOR SUCCESS

MENTEE ORIENTATION
ICEBREAKER

FIND THE MYSTERY PERSON

OBJECTIVE:
This exercise is fun, and it encourages program participation to get to know each other. A point can be made at the conclusion of the exercise that “meeting people is rewarding”.

INSTRUCTIONS:
1) Designate someone in advance to be the “Mystery Man” or “Mystery Woman”.
2) At the beginning of the event announce:
   “There is a Mystery Person among us. Every third person he or she meets will get $5 (or 10 tickets toward a drawing or other reward).”
3) The Mystery Person must note who the first, third, sixth (etc.) person was so that the prize may later be awarded. (Numbers may be adjusted according to group size, e.g. every fifth person.)

   ALTERNATIVE: Announce the Mystery Person, ask who shook hands with him / her, and hand out dollars or drawing tickets to each one.

4) Make a point at the end of the exercise that meeting people can be rewarding.

MATERIALS:
Cash prizes, or tickets for a drawing and prizes.
MENTORING FOR SUCCESS

MENTEE ORIENTATION
SCENARIOS OF MATCH RELATIONSHIPS

Objective: This activity allows mentees the opportunity to explore different situations that may arise in their mentoring relationships, and creates a space to brainstorm boundaries they want within those relationships.

Before the activity,
- Select the set of scenarios appropriate for your mentees’ age group.
- Cut the scenario sheet so that you can pass them out

During the Activity:

1. Split your mentees into two groups
2. Hand out Description of Scenario #1 to group 1 and Description of Scenario #2 to group 2
3. Each group chooses a member to play the mentor role and one to play the student role. Only the student playing the role will be given the mentor’s or student’s agenda
4. Students role play a get-together between the mentor and student for five minutes
5. Prompt youth to talk about:
   - What was difficult for the student in the scenario?
   - What was difficult for the mentor in the scenario?
   - If you were the student what would you have done?
   - What did the mentor do right?
   - If you were the mentor what would you have done differently?
   - If these two had just met how would things have been different? The same?
   - How would it be different if the mentor was not only a mentor, but also the student’s teacher?
9. Prompt youth to talk about the following during the discussion
   - Examples of things they don’t want their mentor to ask in their first meeting
   - Examples of things they think their mentor will ask during their first meeting
   - Examples of things they feel they shouldn’t ask their mentor in their first meeting
   - Examples of things that they would feel comfortable sharing with a mentor

ELEMENTARY SCHOOL SCENARIOS

Scenario #1
Description: Scott (Mentor) & Eddie
Scott is a mentor for Eddie (9 years old), and they have only met twice before. They are at the beach today, and Eddie has seemed a little down in the dumps all day but won’t tell Scott why. So far, the day has gone well despite Eddie’s lack of enthusiasm. They are working on a giant sand castle together.

Scott (Mentor)
SCOTT’S AGENDA: You know that Eddie has been falling behind in school. You aren’t sure what’s bothering him, and you don’t want to pry, but you want to help and you want him to know that he can talk to you.

Eddie (Age 9)
EDDIE’S AGENDA: You found out yesterday that you will be held back a grade if your grades don’t get better in one month. You are embarrassed that you aren’t doing better in school, and you are afraid you will not be in class with all of your friends next year. You don’t know Scott very well yet— you want to ask for his help, but you are embarrassed and nervous.

**************************************************************************************************************

Scenario # 2
Description: Laura (Mentor) & Tiara
Laura is a mentor for Tiara (7 years old) and they have been meeting for the past eight months. Today, Tuesday, is the day that Laura and Tiara normally meet to have lunch and play games. Tiara didn’t come to Laura’s classroom during lunch, and when Laura sees Tiara in the hallway later that day, Tiara waves at her but keeps on walking.

Laura (Mentor)
LAURA’S AGENDA: You know that Tiara is very independent, and that when she has a problem, she usually tries to solve it on her own. You are worried that she didn’t show up for your meeting, and want to talk to her about it, but know that Tiara will most likely not talk about what’s bother her. You want to help, but you don’t want to overstep Tiara’s boundaries.

Tiara (Age 7)
TIARA’S AGENDA: You have been having some trouble with four other kids in your class. They tease you and sometimes steal things from your desk. Tuesday morning your math homework was stolen out of your desk and you received a zero because you couldn’t turn it in. You were so upset that you skipped your lunch with Laura. You like Laura, and feel like you can trust her, but you are worried that telling her what is happening will only make things worse with the four kids in your class.

2012-2013 Program Guide
SECONDARY SCHOOL SCENARIOS

Scenario #1
Description: Charlene (Mentor) & Maria
Charlene has been mentoring Maria (13 years old) for about 6 months, and they have become quite close. They are at McDonalds, and a boy has just approached Maria. They seem to know each other, and the boy asks Maria whether she is going to come with them later as they had planned. Maria says yes, but looks a little uncomfortable and keeps glancing at Charlene. The boy says “See you then...” and walks off.

Charlene (Mentor)
CHARLENE’S AGENDA: Maria’s mom mentioned to you last week that she is not sure about some of the kids Maria has been hanging out with lately. You know also that she is often left to her own devices after school because her mother works until 7 pm.

Maria (Age 13)
MARIA’S AGENDA: You have made some new friends lately, and they like to smoke pot. You have tried it once or twice, and you liked it. But you are afraid that you will get in trouble, and you don’t want Charlene to be disappointed in you. You’ve always heard that drugs are really bad for you, and you don’t want to end up like your uncle who is addicted to heroin, but you really want your new friends to like you. And anyway, it’s just pot, right?

Scenario #2
Description of: Rubin (Mentor) & Anthony
Rubin and Anthony have been meeting for three months now. Anthony had been struggling in some of his classes, so Rubin set up after school tutoring sessions for Anthony. This morning, the tutor called Rubin to tell him that Anthony has missed the last four sessions.

Rubin (Mentor)
RUBIN’S AGENDA: You are frustrated that Anthony has not been attending the tutoring sessions that you arranged for him, and don’t really understand what might be keeping him from going. You are going to bring it up when you both have lunch today.

Anthony (Age 15)
ANTHONY’S AGENDA: Recently you have been responsible for picking up your little sister from school and taking care of her until your mother gets home from work in the evenings. Your grades have been slipping, but you can’t make it to afterschool tutoring because you are taking care of your sister. You don’t want Rubin to be angry that you aren’t going to tutoring, and you want to be able to pass your classes and not get held back, but you don’t know what else you can do. You know that Rubin has to find out sometime that you have been skipping tutoring, and are anxious that he’s going to bring it up today at lunch.

MENTORING FOR SUCCESS
STUDENT AGREEMENT

“The most effective mentors offer support, challenge, patience, and enthusiasm while they guide others to new levels of achievement.”
("STAGES OF A MENTORING RELATIONSHIP" Baylor University’s Community Mentoring for Adolescent Development)

Overview:
Mentors serve as positive role models and invest themselves in their students. They also encourage and motivate students to become their best. Mentors offer students a pathway to expand their life perspectives, overcome obstacles and build on their strengths to make positive choices and develop essential school and life skills. Mentors are not case managers or therapists. They are caring adults committed to building relationships with young people. Participation is voluntary. So please read the following points and sign below to indicate your commitment to a mentoring relationship. If you have any questions please ask the Mentor Program Site Coordinator at your school.

As a Mentee I agree to:

☐ Commit to meeting with my mentor weekly for one hour for a full year from the date of this agreement, preferably at a scheduled day and time on school grounds and at least twice during the summer

☐ Be on time to meet with my mentor

☐ Notify my mentor in advance about any change in our meeting arrangements

☐ Attend mentor program events

☐ Try new and beneficial activities with my mentor

☐ Notify the Mentor Program Site Coordinator or another adult of any questions or concerns

☐ Have fun!

____________________________________  __________________
Student Signature                      Date
MENTORING FOR SUCCESS
Mentor-Mentee Meeting Agreement

Mentor Name: ___________________ Student Name: ___________________

We agree to meet once a week during the hours of __________________________
(time)

at/in __________________________.
(location name)

We agree that if either of us is late or cannot attend a weekly meeting we will:

☐ Contact my mentor/mentee by phone, email or text

☐ Contact the Program Coordinator to let my mentor/mentee know

Mentor phone number ____________________________

Mentor email _________________________________

Student phone number __________________________

Student email _________________________________

Program Coordinator phone number __________________________

Program Coordinator email _______________________________

____________________________   ________________________
Student signature   Date

____________________________   ________________________
Mentor signature   Date

Please give this to your Program Coordinator and he/she will make a copy for each of you.
MENTORING FOR SUCCESS
PARENT/GUARDIAN CONSENT
FOR STUDENT PARTICIPATION

Dear Parent / Caregiver,

(Name of school)’s mentoring program provides our students with additional support to help them do their very best at school. Mentoring is an effective strategy to help children make positive choices, stay on track in school and avoid negative behaviors.

The mentors are either staff at (name of school), the After School Program, SFUSD employees, or community volunteers. Mentors meet with students weekly during school or after school program hours and do a variety of positive activities together (for example: homework, reading, journaling, cooking, and art). These activities take place on school grounds during the school year. With parent permission mentors may take students off campus or meet during the weekend. Mentors and mentees remain in contact during the summer with parent permission.

Your child will be invited to fill out a brief survey as part of our efforts to evaluate the mentoring program. If you give permission for your child to take part in the program, he/she will fill out a brief survey before or during the first and last group activities. Each survey will take about 5-10 minutes to fill out. The surveys ask your child about how he/she feels about their school, and what impact the mentor had on him/her. The surveys are completely CONFIDENTIAL. If you would like to review the survey content please contact Erin Farrell at 415-242-2615.

Sign and return this form to School

Your child has been selected to participate in the mentoring program!

As soon as we receive your consent, __________________________, will be matched with a mentor. __________________________

(student’s name)

My signature below gives consent for my child to participate in Mentoring for Success.

I consent for my child to complete a survey regarding the mentoring experience. □ Yes □ No

Parent/Caregiver name: ______________________________________ (print)

Parent/Caregiver signature: ____________________________________

Date: ___________________________________________________________

Phone number: ________________________________________________

Emergency phone number: _______________________________________

PLEASE RETURN TO THE MENTOR PROGRAM SITE COORDINATOR BY (date)

If you have any questions or concerns, please call (Mentor Program Site Coordinator’s Name), at (phone number).

(OVER)
PERMISSION TO USE IMAGE AND INTERVIEW

Please sign the bottom portion of this form to authorize SFUSD to use interviews, photographs, or video of your child in SFUSD print or internet publications, documentaries, films, or video.

Dear Parent or Guardian,

The Mentoring For Success is photographing students, staff, and mentors for various promotional purposes including, but not limited to: posters, recruitment materials, brochures, newsletters, the website, and other promotional purposes as needed. Your child's name, grade, and the name of the school may be included in the report.

----------------------------------------
Sign below and return this form to School
----------------------------------------

Please sign and return to your school’s Mentor Program Coordinator if you are granting consent to San Francisco Unified School District and their representatives and agents, to use your child’s photo or video image and to identify him/her by name and/or the school s/he attends. I grant SFUSD full rights to use such pictures, interviews, video and identifying information of my child for promotional purposes as described above, without any restrictions and without incurring any debts or liabilities to me of any kind.

__________________________________  ________________________________________
Child’s Name                           Site Coordinator Name

__________________________________  ________________________________________
Signature of Parent/Guardian           Telephone

__________________________________  ________________________________________
Print Name of Parent/Guardian          Date
三藩市聯合校區 良師益友計劃

家長/看顧人同意子女參加書

親愛的家長/看顧人：

（學校名稱）的良師益友計劃為學生提供額外幫助，使他們能在學校用功學習，各展所長。導師輔導是一個有效的策略，可幫助學生作出積極的選擇，在校用心向學，循規蹈矩，不致有不良的行為。

導師分別來自（學校名稱）、課後計劃或三藩市聯合校區職員。導師每星期會在學校上課期間或課後計劃時間與學生見面，一起進行各項有益活動（例如：家課、閱讀、日記、烹飪及藝術）。整個學年，這些活動都在學校場地舉行。遇到特別情況，導師在獲得家長批准後，可能會帶學生離開校園，或在周末時見面。初中良師益友計劃之導師和學生會在獲得家長批准後於暑期保持聯絡。

------------------------- 請於下面回條簽名並將回條交回學校 -------------------------

您子女已獲選參加良師益友計劃！

我們收到您的同意書後，即為您子女

____________________________________________

（姓名）

安排一名導師。

本人批准子女參加良師益友計劃：

家長/看顧人姓名：________________________________________

（請用正楷書寫）

家長/看顧人簽名：_______________________________________

日期：________________________________________

電話號碼：________________________________________

緊急電話號碼：_______________________________________

請將回條交回良師益友計劃協調員

如有任何問題，請打電話給_________________________，電話：____________________。

（良師益友計劃協調員姓名）

(接下頁)

Translation Provided by SFUSD Translation and Interpretation Unit
拍攝和訪問同意書

請在本表格底部簽署，授權三藩市聯合校區把您孩子曾接受的訪問、照片、或錄像使用在三藩市 聯合校區的刊物或互聯網、紀錄片、電影、或錄影片上。

親愛的家長或監護人： 良師益友計劃會把學生、職員和導師的照片，用作不同的宣傳用途，包括(並不限於)海報、招生資料、小冊子、通訊，並在有需要時作其他宣傳用途。您孩子的姓名、級別、和校名亦可能包括在報告內。

------------------------------------------請在下面簽署後交回學校------------------------------------------

假如您同意三藩市聯合校區及其代表和代理人使用您孩子的照片和他/她的姓名和校名，請在下面條簽署並交回您學校的良師益友計劃聯絡員。我授權三藩市聯合校區，在不受任何限制、及無需承擔任何權責或債務的情況下，全權使用這些照片、訪問、錄像和我孩子的個人資料，作為上述宣傳用途。

孩子姓名_________________________________________ 計劃聯絡員姓名____________________________________

_________________________________________ 電話_________________________________________

家長/監護人簽署_________________________________________ 日期_________________________________________

家長/監護人大寫_________________________________________ 日期_________________________________________

Translation Provided by SFUSD Translation and Interpretation Unit
Estimado padre de familia o encargado:

El programa de orientación escolar de ________________, le provee a nuestros estudiantes ayuda adicional con el propósito de que rindan mejor en sus estudios. Dicho programa es una estrategia eficaz que ayuda a que los estudiantes opten por hábitos positivos, a que siempre hagan sus tareas escolares y a que eviten comportarse en forma negativa.

Los mentores o consejeros son miembros del personal de ________________, del Programa Después de Clases, empleados del SFUSD o voluntarios de la comunidad. Se reúnen semanales con los estudiantes durante el horario regular de clases o después de las mismas, juntos realizan una variedad de actividades positivas (por ejemplo: hacen la tarea escolar, leen, escriben un diario, cocinan, participan en actividades de arte y deportes). Estas actividades se llevan a cabo en la escuela durante el año escolar. En ocasiones especiales, y sólo con su permiso, los mentores pueden salir con los estudiantes fuera de la escuela o reunirse con ellos los fines de semana. Para los programas de la escuela intermedia, los mentores y los estudiantes permanecen en contacto durante el verano.

--------------------------------------por favor firme y regrese la porción de abajo a la escuela--------------------------------------

¡A su hijo/a se le seleccionó para que participe en el programa!

Tan pronto recibamos su autorización, ________________, (Nombre del estudiante) se le asignará a un (mentor).

Doy mi autorización para que el estudiante participe en este programa:

Nombre del padre de familia o encargado: ________________ (Escriba su nombre con letra legible)

Firma del padre de familia o encargado: ________________

Fecha: ________________

Teléfono: ________________

Número telefónico en caso de emergencia: ________________

POR FAVOR REGRESE SU AUTORIZACIÓN AL COORDINADOR DEL PROGRAMA EL ________________

(Fecha)

Si tiene preguntas o inquietudes, por favor llame a ________________, Mentor del Plantel Escolar, al teléfono ________________ (MIRE LA PÁGINA DE ATRÁS)
FORMULARIO PARA AUTORIZAR AL DISTRITO QUE USE IMÁGENES Y ENTREVISTAS DEL ESTUDIANTE

Co su firma en la porción de abajo usted autoriza al Distrito Escolar para que use entrevistas, fotografías, o videos de sus hijos en documentos impresos, publicaciones de Internet, documentales, películas o videos.

Estimado padre de familia o encargado

El programa de Orientación Estudiantil tomará fotografías de los estudiantes, el personal y los mentores para fines promocionales incluyendo, pero no limitado de: carteles, materiales para la selección e inscripción, folletos, boletines informativos, y otros impresos en tanto sea necesario. Es posible que se incluya el nombre de su hijo, el grado y el nombre de la escuela en algunos de los escritos.

----------------------------------- Fírme esta porción y entregála a la escuela ----------------------------------

Fírme y entregue esta autorización al Coordinador de Orientación Escolar si está de acuerdo que el Distrito Escolar Unificado de San Francisco, sus representantes o funcionarios utilicen fotografías, o videos de su hijo y que se le identifique por su nombre al igual que la escuela donde estudia. Le autorizo al SFUSD el derecho para que use tales fotografías, entrevistas, videos e información que identifica a mi hijo/a con propósitos de promoción, como se describe anteriormente, sin restricciones y sin que incurra en deudas o responsabilidades en mi contra de ningún tipo.

Nombre del estudiante__________________________ Nombre del coordinador del programa__________________________

Firma del padre de familia o encargado__________________________ Teléfono__________________________

Nombre legible del padre o encargado__________________________ Fecha__________________________

Translation Provided by SFUSD Translation and Interpretation Unit
We appreciate the time and energy volunteers put into Mentoring For Success. Showing volunteer mentors how much we appreciate their efforts helps strengthen their relationship and commitment to their student and the program. Supporting mentors helps to ensure that they are consistently meeting with their matches, as well as acknowledges all of the great things they are doing.

**Bi-Weekly Support:**

It is especially important to support new matches within the first two weeks of their match. Here are some questions to help guide check-ins with mentors:

- "How is your match going? How do you feel about being a mentor?"
- "Do you and your mentee enjoy spending time together?"
- "What kinds of activities do you do when you are together?"
- "Are there any specific challenges you foresee with connecting to your match?"

**Monthly Support:**

As we understand your schedules can get pretty chaotic, please ensure that you are checking in with each of your mentors at least once per month. We suggest that you:

- Remember to thank your mentors for contributing to the program!
- Distribute Sustaining Your Match Support Form to mentors (pg. 99).
- Remind them about updating the online activity log.
- Distribute Mentor Activity Log for mentors who are not up to date on logging (pg. 113).
- Keep in mind that appreciating your mentors can be the best way to support them! The following page lists a plethora of ideas to appreciate mentors!

**Training Opportunities:**

In an effort to better assist mentor matches, on-going training is offered throughout the school year. Mentors are notified of upcoming trainings via email on a regular basis. Coordinators should also encourage mentors to attend trainings by distributing flyers.
LGBTQ Issues

Presented by Christian Rummell

Join Christian Rummell to learn about bullying, homophobia, coming out, and boundaries with respect to LGBTQ issues, and how to talk about them with your mentee.

When: November 15th, 2012
Where:
Room
Time:

Mentoring 101

This training gives comprehensive skills to mentors. We cover all the policies and systems that support the mentor pair. Mentors are trained on setting boundaries, communication and factors young people need to thrive.

When: November 6th, 2012
Where: SFCSD - 1515 Quintara st.
Room 8
Time: 8:30am – 4:00pm

Participating SFUSD personnel who are mentors will be provided a stipend!

Register at
http://mentoring-lgbtq.eventbrite.com

For more information, contact Erin Farrell
Tel: 415 242-2615 Email: farrelle@sfsud.edu

Participating SFUSD personnel who are mentors will be provided a stipend!

Register at
http://mfs-mentor101.eventbrite.com

For more information, contact Erin Farrell
Tel: 415 242-2615 Email: farrelle@sfsud.edu
Strategies for Sustaining Your Match

Join us for an afternoon training on selected topics aimed at improving your match. Mentors will reflect on their experience and continue to build their capacity to support their student and gain new skills for future planning.

When: January 10th, 2013
Where: 
Room
Time:

Participating SFUSD personnel who are mentors will be provided a stipend!
Register at
http://mfs-sustainingmatch.eventbrite.com

For more information, contact Erin Farrell
Tel: 415 242-2615 Email: farrelle@sfisd.edu

ADHD Simulation

Presented By Rebecca Robbins

Rebecca Robbins will present a workshop to help mentors understand what it feels like to be a student living with ADHD.

When: May 1st, 2013
Where: 
Room
Time:

Participating SFUSD personnel who are mentors will be provided a stipend!
Register at
http://mfs-adhd.eventbrite.com

For more information, contact Erin Farrell
Tel: 415 242-2615 Email: farrelle@sfisd.edu
MENTORING FOR SUCCESS
MENTOR APPRECIATION IDEAS

EVERYDAY: Take a second

- Say hello when you see them in the hallway
- Ask questions about their life outside of mentoring
- Give them a high five
- Make a Volunteer Suggestion Box
- Praise them in front of the Principal
- Have a poster on your door that says how much you appreciate mentors

ON A SPECIAL DAY: Just a few minutes

- Find out their birthdays and give them a birthday card or wish
- Invite a Community Volunteer to a Staff Meeting (with admin permission)
- Send an e-card to your mentors
- Nominate them for Match of the Month on Mentoring For Success website
- Write an article in the school newspaper about how volunteer mentors impact the school
- Leave them a “We are so glad you are here!” sign at the sign in book
- Write a thank you note
- Send holiday cards (Thanksgiving, Valentine’s Day, etc.)
- Ask them to sit on committee or planning group in your school
- Give a Certificate of Appreciation with quotes from fellow mentors or students
- Write an article on School Loop about accomplishments of a mentoring pair
- Write a Shout Out and submit to Mentoring For Success website
- Send them an email about something they wrote in the Online Activity Log

EVENTS or PROJECTS: A little planning goes a long way

- Print out a picture of the mentor pair, put it in a frame and give it to the mentor
- Have mentees make posters for their mentors with their name and a Thank you!
- Bake a batch of cookies to share with your mentors
- Buy coffee mugs and paint for mentees to decorate to give to their mentors. Get coffee donated and have a Thank you Coffee Party
- Host a pancake breakfast for Mentor Appreciation Month. Invite other teachers to join
- Post pictures of mentors in a display case or bulletin board at school
- Have a Thank you picnic
- Have an End of the Year Thank you Lunch
Dear __________________________,

I appreciate your commitment to mentoring! As the Mentor Program Coordinator, I would like to ensure that you are supported in building a relationship with your student. If you have any recurring challenges, please let me know. I’d like to meet with you and/or your student to troubleshoot. I would like support:

- [ ] maintaining my scheduled weekly meetings with my mentee
- [ ] addressing my mentee’s behavioral, social, emotional, or academic development
- [ ] engaging, motivating, or enhancing a connection with my mentee
- [ ] setting personal boundaries and distinguishing my role as a mentor
- [ ] Other: __________________________________________________________

Sustaining Your Match Support Form

If you are interested in additional support, please return this form to me. Thank you!
MENTORING FOR SUCCESS

Match of the Month

NOMINATION PROCESS

Mentor Program Coordinators may nominate a Mentor-Mentee Match for MATCH OF THE MONTH.

Process:

1. Identify Mentor-Mentee Match that has…
   a. Met regularly
   b. Developed a solid mentor relationship
   c. Is willing to be featured on the website or newsletter**
   **Noting confidentiality concerns

2. Complete Nomination Form

3. Submit to Erin Farrell, farrelle@sfusd.edu

4. Mentor will be called to arrange for a joint interview and photo

For Questions
Contact Erin Farrell, 242-2615, farrelle@sfud.edu
MENTORING FOR SUCCESS
Match of the Month
NOMINATION FORM

STUDENT’S NAME:______________________________________ GRADE ______

MENTOR’S NAME:______________________________________

SCHOOL:______________________________________________

REASON FOR NOMINATION:  (Went on a great excursion, meet regularly, share special joke(s), share meals together, have unique routine, have a good relationship, have been together for long time, etc.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

GOOD TIMES TO INTERVIEW THIS MENTOR (List specific times):

Lunch:_________________________  Prep:_________________________

After-school:___________________  Other:_______________________
MENTORING FOR SUCCESS
SUMMER ACTIVITY IDEAS

Mentor relationships are expected to last for a minimum of twelve full months. A minimum of two contacts during the summer is required. Below are a few summer activity ideas.

- Monthly phone check-ins, emails, text messages; Facebook: poke, comment tag, or write on your mentee’s wall
- Email an E-card or send a greeting or birthday card by “snail mail”
- Write a story with your mentee that you develop by sending back and forth to one another
- Visit their summer school and have lunch
- Get parent permission to go for a bike ride, out for ice cream, or to a Giant’s game
- Bring your student to your gym for a workout
- Check Out San Francisco for free using the Family Pass [www.sfkids.org](http://www.sfkids.org)
- Attend a free concert or show in Golden Gate Park or at Stern Grove
- Go to a (Zeum) Children’s Creativity workshop: [http://creativity.org](http://creativity.org)
- Visit the branch public library in your mentee’s neighborhood together: [www.sfpl.org](http://www.sfpl.org)
- Visit African American Art & Culture Complex: [www.aaacc.org](http://www.aaacc.org)
- Go to a free music concert at Community Music Center: [http://sfcmc.org](http://sfcmc.org)
- Volunteer together for a day: [http://thevolunteercenter.net/](http://thevolunteercenter.net/)
- Organize with a few other mentors to take a biking outing with Trips for Kids: [http://www.tripsforkids.org/marin/takearide.htm](http://www.tripsforkids.org/marin/takearide.htm)
- Bike at Sunday Streets [http://sundaystreetssf.com](http://sundaystreetssf.com)
- And of course, ask your mentee what activity would be fun and interesting for them!
A. Brainstorm 10 Low or No-cost Activities You’d Like to Do This Summer

Activity examples include phone calls, shared internet games, letters or shared storytelling, volunteering for street fairs or film festivals, visits to the park, museum, beach, or local events.

<table>
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<tr>
<th>Activity</th>
<th>Location</th>
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<td>10.</td>
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</tbody>
</table>

SEE OTHER SIDE TO COMPLETE SUMMER MENTORING AGREEMENT
B. Which of the activities discussed in the brainstorming (section A) do you both agree to participate in?

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________

C. Over the summer we plan to do the activities listed in section B above.

D. We plan to have contact regularly by (check at least one):

   O Email (Fill out email address below)
   O Phone (Fill out phone # below)
   O Pen Pals (Self addressed stamped envelopes have been exchanged)
   O Other (Describe) ____________________________________________

The above plan has been agreed to by the below signers:

_________________________________  ___________________________________
Student Signature                  Mentor Signature

_________________________________  ___________________________________
Date                               Date

_________________________________  ___________________________________
Student Phone#                     Mentor Phone#

_________________________________  ___________________________________
Student Email address             Mentor Email address
Since many students in the mentor program have experienced loss, separation, trauma, and transience, program staff and mentors must handle match closure with sensitivity and a plan.

Please be aware that many students transfer to different schools or their families move to different areas. As a result, Match Closure may happen mid-year. Please notify your Mentor Program Site Coordinator if you are aware that your student will be leaving the school. This will enable them to make appropriate referrals to the family if needed, to complete the Post Survey with the student, and also confer with you regarding Match Closure activities.

Here are some ideas for your Match Closure:

1) Give several weeks before the end of the school year or end of the match period to begin the closure process
2) Set a specific date for your last meeting and inform your mentee of this ahead of time
3) Talk about the reasons for ending the match; be honest, candid and supportive (regardless of the reason for the closure)
4) Review the year by talking about fun activities and the personal impact on each others lives; review journals, photos, drawings or other materials used to document the relationship
5) List new skills learned, challenges overcome, accomplishments, goals yet to be reached, and brainstorm strategies for the student to continue working toward goals
6) Exchange small, meaningful “closure gifts” with your student
7) Don’t make promises that you may not be able to keep (e.g., that you will keep in touch)
8) Be positive and supportive, especially about what the future may hold for your mentee
MENTORING FOR SUCCESS PROGRAM
MATCH COMPLETION POLICY AND PROCEDURE

Policy

The policy of Mentoring For Success (MFS) is that all mentors must complete a full background clearance in order to mentor a student in SFUSD. MFS recognizes that students and employees transition between schools and/or departments from time to time.

To insure all mentors are in compliance with the background clearance requirement, all mentors are expected to notify their School Site Coordinator whether they intend to continue mentoring if

1. The mentor changes schools or departments or
2. The student moves to another school

If a student moves to a school that does not have an existing MFS Program then the MFS Coordinator must end the match.

Procedure

For SFUSD Employees
If any of the following circumstances apply to a match:

1) Student mentee moves to a different SFUSD school from where the mentor works
   a. If the new school has an active MFS Program, then the mentor’s MFS Coordinator must:
      i. contact the MFS Coordinator at the student’s new school
      ii. update the student’s school in the Online Activity Log
      iii. The new MFS Coordinator must obtain a new Parent/Guardian Consent
   b. If there is not an existing MFS Program at the new school and the mentor and student want to continue the match
      i. End the match in the Online Activity Log
      ii. Notify parent/guardian in writing with the PARENT/GUARDIAN NOTIFICATION OF MATCH COMPLETION Form
      iii. Refer mentor and student to a community based mentoring program (e.g. Big Brothers Big Sisters, YMCA Building Futures)
   c. If the mentor and student do not want to continue the match
      i. End the match in the Online Activity Log
      ii. Notify parent/guardian in writing with the PARENT/GUARDIAN NOTIFICATION OF MATCH COMPLETION Form
2) **Student mentee leaves SFUSD**
   i. End the match in the Online Activity Log
   ii. Notify parent/guardian in writing with the PARENT/GUARDIAN NOTIFICATION OF MATCH COMPLETION Form

3) **Mentor continues in the district but no longer works at the school site where the student is enrolled and the student and mentor want to continue the match**
   a. The MFS Coordinator must agree to monitor the match by maintaining communication with the mentor and student
   b. The mentor must continue to follow the Mentor Guidelines and document match activities in the Online Activity Log

4) **If the mentor leaves SFUSD and the mentor and student want to continue at an MFS School Site then the MFS Coordinator will**
   a. End the match in the Online Activity Log
   b. Notify parent/guardian in writing with the PARENT/GUARDIAN NOTIFICATION OF MATCH COMPLETION Form
   c. Refer mentor to SF Ed Fund if the mentor, parent/guardian, and student want the match to continue
      i. To sign up for the orientation mentors complete the online application and register at: [http://www.sfedfund.org/programs/volunteers_individuals.php?m=1](http://www.sfedfund.org/programs/volunteers_individuals.php?m=1)
      ii. *If and when the mentor completes the SF Ed Fund background clearance* the MFS Site Coordinator may reinstate the match

5) **Mentor is no longer employed by SFUSD and the student and mentor do not want to continue the match**
   a. End the match in the Online Activity Log
   b. Notify parent/guardian in writing with the PARENT/GUARDIAN NOTIFICATION OF MATCH COMPLETION Form

**All Non-SFUSD Employees**

- Non-SFUSD employees wishing to mentor a SFUSD student may only be matched to a school that has a mentoring program overseen by an SFUSD employee.
- All volunteer mentors are required to complete a background clearance through SF Ed Fund prior to starting the mentorship.
- If the student mentee changes schools the Site Coordinator notifies the District Coordinator of the change.
  o The student’s new school site is updated in the online activity log if the student transfers to a school with an existing mentoring program.
- If the student transfers to a school without a program the mentorship will be ended.
Dear Parent/Guardian,

It has been a pleasure having ___________________________ participate in the Mentoring For Success program with ___________________________.

Your child’s match has been completed with San Francisco Unified School District’s Mentoring For Success program as of ______________ due to the following reason:

- □ The year-long mentorship has been successfully completed
- □ The student transferred to a SFUSD school where the program does not exist
- □ The student is no longer enrolled in a SFUSD school
- □ The Mentor continues in the district but no longer works at the school where the student is enrolled
- □ The Mentor is no longer employed by SFUSD

Because the match has been completed, please be aware that the SFUSD Mentoring For Success Program is no longer monitoring any contact or activities between your student and their former mentor. Any future contact (e.g. scheduled or unscheduled visits, activities, meetings in the community or beyond, public places, designated site, said Mentee’s or Mentor’s home, or by any other means including telephone, e-mail, text or social media) between the mentor and your child will not take place under the auspices or supervision of SFUSD or the Mentoring For Success Program.

If you have any questions regarding this information please feel free to contact Erin Farrell at 415-242-2615.
Program evaluation is based on the stated program goals and outcomes. Mentoring evaluations usually come in the form of self-report surveys from students and training evaluations by mentors.

Surveys are distributed and collected by the Site Coordinator. These self-report surveys rate student progress across variables such as: homework, behavior, attitude toward school, self-care/hygiene, etc. The self-report surveys are used in conjunction with the collection of objective student data such as: 1) Attendance (official record), and 2) GPA.

Multiple factors affect each of these variables, so teasing out any conclusion implying causality or correlation directly to mentoring is difficult. Nevertheless, research has proven that well run mentoring programs do in fact positively impact students across many of these variables.

Anecdotal data is also compelling in the evaluation of mentoring programs, especially when it is elicited from a number of sources in contact with the student (e.g. mentor, teacher, principal, yard supervisor, ASP staff, parent, peers) and from students themselves. The stories that emerge from mentor-student relationships are often profound, from the heart and vividly show the transformative nature of these relationships.

For the Mentoring For Success Program, Student Pretests are supplied to Coordinators by our evaluator, ETR, and are completed as soon as parental permission is received: Post-Surveys are also distributed to Coordinators by ETR and are completed in May of every school year. Site Coordinators distribute surveys directly to students, provide them with a place to complete the survey, and inform them that the information will remain confidential. Post-Surveys for students leaving the school mid-year may be accessed by logging on to the SFUSD Reporting website (https://psweb.etr.org/sfusd/login/splash.cfm) and clicking on the “Pre-Post Surveys” link on the left hand side. This link also takes you to Survey Administration Guidelines (p. 104). Individual interviews are also held with students and mentors.

For the Elementary School Program, Mentor Pretests and Student Pretests are completed within the first month of the match relationship; Mentor Post-surveys, and Mentee Post-surveys are completed during the last month (May) of the match relationship. Mentors complete surveys in collaboration with the student’s teacher or referring person to gather the best information. Some students may require assistance completing the surveys depending on their age and ability (e.g. a student may need an adult to read the survey to them).

<table>
<thead>
<tr>
<th>Mentoring For Success Evaluation</th>
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<tr>
<td>New Mentor Orientation Survey</td>
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<tr>
<td>Mentee Pre and Post Survey</td>
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<tr>
<td>Mentor Interviews</td>
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<td>Mentee Interviews</td>
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</tbody>
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MENTORING FOR SUCCESS

ELEMENTARY PRETEST SURVEY ADMINISTRATION GUIDELINES

Mentoring Site Coordinators:

Please read the following guidelines before administering the Fall 2011 pretest survey to your mentees. Please be sure that you are using the current version (revised 07/09/10) of the survey. If you need additional copies please go to http://psweb.etr.org/sfusd or email Kris Freiwald at krisf@etr.org.

Pretest Purpose
The purpose of the pretest survey is gather information about the mentee BEFORE she or he has participated in the Mentoring For Success program. Pretests are given ONE TIME to each mentee.

Data Collection

- PRETEST surveys should only be completed by:
  - Students who are NEW to the program and who have not previously completed a pretest survey AND
  - 4th and 5th grade mentees.
- We recommend that you collect the pretest survey at the time the student’s parent consent form is returned or within one month of the mentee/mentor match being made.
- If you are unclear whether or not a student should complete a survey please contact Kris Freiwald at krisf@etr.org or 831-438-4060 Ext. 253.
- Please make a copy of completed surveys for your records and send original surveys AND survey completion checklist to Erin Farrell at SHP 1515 Quintara by Thursday, October 20th, 2012.

Survey administration procedures:

- BEFORE ADMINISTERING THE SURVEY:
  - Site Coordinators complete all of the student information at the top of the survey: HO, Student Name, School, Grade Level and Survey Date.
  - Explain to students that the survey is part of our efforts to hear directly from students about their experiences with the mentoring program. They will be asked to take a follow-up survey at the end of the next school year or when they leave the program. Their responses are confidential and no one at the school will see their responses.
  - Allow students 15-20 minutes to complete the survey.
  - As much as possible, provide a quiet space for students to complete surveys.

If you have any questions...
Please call Kris Freiwald at ETR Associates at 831-438-4060 Ext. 253 or email at krisf@etr.org.

Thank you for your assistance!
MENTORING FOR SUCCESS

SECONDARY PRETEST SURVEY ADMINISTRATION GUIDELINES

Mentoring Site Coordinators:

Please read the following guidelines before administering the Fall 2011 pretest survey to your mentees. Please be sure that you are using the current version (revised 11/05/09) of the survey. If you need additional copies please go to http://psweb.etr.org/sfusd or email Kris Freiwald at krisf@etr.org.

Pretest Purpose
The purpose of the pretest survey is gather information about the mentee BEFORE she or he has participated in the Mentoring For Success program. Pretests are given ONE TIME to each mentee.

Data Collection

- PRETEST surveys should only be completed by:
  - Students who are NEW to the program and who have not previously completed a pretest survey.
- We recommend that you collect the pretest survey at the time the student’s parent consent form is returned or within one month of the mentee/mentor match being made.
- If you are unclear whether or not a student should complete a survey please contact Kris Freiwald at krisf@etr.org or 831-438-4060 Ext. 253.
- Please make a copy of completed surveys for your records and send the original surveys AND survey completion checklist to Erin Farrell at SHP 1515 Quintara by Thursday, October 20th 2012.
- Survey administration procedures:
  - BEFORE ADMINISTERING THE SURVEY:
    - Site Coordinators complete all of the student information at the top of the survey: HO number, Student Name, School, Grade Level and Survey Date.
    - Explain to students that the survey is part of our efforts to hear directly from students about their experiences with the mentoring program. They will be asked to take a follow-up survey at the end of the next school year or when they leave the program. Their responses are confidential and no one at the school will see their responses.
  - Allow students 15-20 minutes to complete the survey.
  - As much as possible, provide a quiet space for students to complete surveys.

If you have any questions...
Please call Kris Freiwald at ETR Associates at 831-438-4060 Ext. 253 or email at krisf@etr.org.

Thank you for your assistance!
MENTORING FOR SUCCESS

EVALUATING ONLINE LOGS

Mentoring Site Coordinators:

Please ensure that your mentors are familiar with the Online Activity Log and its importance to the funding of our program. Monthly reminders to update activity logs are sent to all mentors who are matched in ETR, however, friendly reminders in person have proven to be more efficient! Periodically, you will be sent a list of mentors who have not recently updated the time they have spent with their mentee, at which point, we encourage you to remind your mentors of accessing their activity log at http://www.healthiersf/mentoringforsuccess.

Online Activity Log Purpose

If your mentors are uncertain of how to access the online activity log, your AmeriCorps Service Learning Coordinator is happy to help! You may also rely on Erin Farrell or Laurie Vargas for support. Here are some helpful talking points to emphasize the importance of the log:

- “The fantastic mentor program that you help strengthen wouldn’t be possible without the support of our funders, so please update your log to prove to them that this program is worthwhile!”
- “Updating your activity log reflects all of the great things you are doing with your student to the School Health Programs!”
- “Logging has been made easy with a week-by-week drop down menu to list the activities you have shared in, and will take you less than 5 minutes to complete on a monthly basis!”

Incentives for Logging

We know that reminding mentors to log may sometimes make you feel like you are pestering them, so perhaps you could offer your mentors an incentive for keeping their logs up to date! Here are some ideas:

- Give your mentors a deadline to complete their logs, and enter the names of those who do in a raffle for a prize!
  - Prize suggestions – Starbucks gift cards, Jamba Juice gift cards, Borders gift cards, and offer to update their logs during the following month for them!
- Prepare a special lunch just for mentors and host a luncheon or deliver it to their classes!
# MENTOR ACTIVITY LOG

**Directions:** Please document your weekly contacts you have had with your mentee – regardless of how brief. All time spent with your mentee is meaningful to them and our program. Please fill out for each week and Mentoring For Success staff will log it for you in the online system. If you have not met your student this year please let us know that as well so we can end the match. Feel free to contact Laurie with any questions. Thank you.

You can fax this form with the included cover sheet or email to Laurie Vargas at vargasL2@sfusd.edu.

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<tr>
<th>Week of:</th>
<th>Approximate # of Minutes</th>
<th>Type(s) of Activity (see table above)</th>
<th>Notes: Please use this section to provide a brief description of the activity.</th>
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FAX TRANSMITTAL SHEET

TO: LAURIE VARGAS
FROM:

FAX NUMBER: 242.2618
DATE:

COMPANY: MENTORING FOR SUCCESS
TOTAL # OF PAGES:

PHONE NUMBER: 242.2615
SENDER’S NUMBER:

RE: MENTORING LOGS

☐ URGENT  ☐ FOR REVIEW  ☐ PLEASE COMMENT  ☐ PLEASE REPLY

NOTES/COMMENTS:
REFERENCES


The Mentoring Center, Classification of Mentoring Relationship Types, 1994, revised 2000, Oakland, California.

Search Institute – www.searchinstitute.org
