



STUDENT MENTOR PROGRAM GUIDE

GONA Foundation, 17510 Pioneer BLVD Suite, 202 Artesia , CA 90701
+1 213 610 5824 | www.gonausa.org | info@gonausa.org



GUJARATIS OF NORTH AMERICA

Gujarati of North America Foundation STUDENT MENTOR PROGRAM

Fact Sheet

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 Gujarati of North America (GONA)Student Mentor Program?

- A *research-based* school-based mentoring program coordinated by GONA 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 Senior citizens, professionals, college students, teachers, corporate executives*

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**” matches also maintain contact after mentorship is over.
- Mentors and students meet by Facetime, Video call or WhatsApp.

How do we select students for the program?

- Students may be referred by our NGO partner in India
- Students must willingly participate and parental or Student is referred by NGO.

How much effort and time are involved in starting this program?

- An initial training is hosted by GONA USA to provide an overview of the program model and to develop action plans for implementing the program.



GUJARATIS OF NORTH AMERICA

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.
- We will provide a Student Mentor Program Project Director and District Mentor Program Coordinators to support Site Coordinators during start-up and implementation through trainings, telephone/email contacts and on-site technical assistance.

PURPOSE

To provide a research validated mentor program model for use 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

STUDENT ELIGIBILITY

Some eligibility criteria to consider:

- ✓ 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



GUJARATIS OF NORTH AMERICA

- ✓ Need for behavioral, social and/or academic support
- ✓ Consider students not receiving other school/community resources; students who may be overlooked but still in need of support
- ✓ High ranking student.

MENTOR ELIGIBILITY

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), corporate staff, and community volunteers screened through GONA USA, colleges students, are eligible mentors. Mentors are volunteers; currently stipends are not available. Do not consider people 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 or corporate office, associations
- Letter/flyer to staff
- “Talking it up” to various senior associations and media
- Social Media

MATCHING

The Site Coordinator facilitates matching students with adults. Matching mentors with students are 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



GUJARATIS OF NORTH AMERICA

MATCH CLOSURE

Here are a few ideas:

- * Give several weeks before the end of the school year to begin the closure process.
- * If mentor plans to keep in contact over the summer, discuss with student what that would look like (e.g., pen pal, phone calls, outings).
- * Review the year with students; both mentor and student talk about and/or list fun activities, new skills learned, challenges, successes and the personal impact on each other's lives.
- * Share and review any tools/materials used to document the relationship (e.g., journal, photos, art work, questionnaires, etc.).
- * Giving the student a small, meaningful "closure gift" (transitional object) may be appropriate (e.g., a photo of mentor and student, a book with a note signed by mentor on the inside jacket, a blank journal to continue their life's story, etc.).
- * Plan an end-of-the-year activity for all program mentors and students.

EVALUATION

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.



GUJARATIS OF NORTH AMERICA

CONCLUSION

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 GONA Student Mentor Program offers the opportunity for you 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 to guide your action plan as you get started.

KEY POLICIES AND PRACTICES

- ✓ 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 on video call to student mentees
- ✓ Parental/Caregiver consent is required for student participation
- ✓ Mentor-Student contacts must be documented on the Online Activity Log
- ✓ 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



GUJARATIS OF NORTH AMERICA

GONA STUDENT MENTOR PROGRAM

Duties & Responsibilities:

- Attend GONA Student Mentor Program trainings and meetings
(This includes initial training session, monthly meetings,
Develop a program implementation action plan using the Student Mentor Program Guide
- Act as a liaison with India NGO, school principal and 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
- Match mentors with students
- Provide ongoing support and guidance to matches, including community-based volunteer mentors
- Maintain all required program documentation (i.e., Mentoring Logs, program evaluations, consent forms, program binder, etc.)
- Collaborate with GONA Mentoring for Success staff for technical assistance



GUJARATIS OF NORTH AMERICA

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.*
 - *Do your research on google, 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 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*



GUJARATIS OF NORTH AMERICA

share a tradition

- *Mentors can talk community festivals, and/or other civic and religious events in their students' particular communities.*



GONA STUDENT MENTOR PROGRAM

IMPLEMENTATION CHECKLIST

- Attend GONA Student Mentor Program Training
- Announce/advertise/provide information about the start-up of the Student Mentor Program
- Determine student eligibility criteria and generate initial list of student participants
- Recruit mentors from school, colleges, corporate, senior associations or any other friends and family source
- Based on number of mentors recruited, select students and make “paper” matches
- Orient students to the program
- 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 GONA Reporting Website to reflect changes to match status as they occur



GUJARATIS OF NORTH AMERICA

- Program evaluation

MENTORING FOR SUCCESS

	<p>New & Veteran Mentor Program Coordinator Meeting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orientation for new Coordinators and program updates for existing Coordinators <input type="checkbox"/> Calendar all Coordinator meetings for the year
	<p>Program Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Announce program at meeting <input type="checkbox"/> Determine capacity for volunteers <input type="checkbox"/> Identify and select mentees for program <input type="checkbox"/> Calendar monthly activities for the year
	<p>Mentor Recruitment and Recommitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check-in with existing matches to get recommitment and provide support, ideas, troubleshooting, and encouragement <input type="checkbox"/> Recruit mentors—identify existing relationships, focus on commitment
	<p>Mentor Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30 to 60-minute orientation meeting with mentors <input type="checkbox"/> Review commitments (1-2 years, weekly and summer contact, activity log entry, training participation, monthly events) <input type="checkbox"/> Review log training <input type="checkbox"/> Offer suggestions for early match relationship activities <input type="checkbox"/> Distribute Training calendar and sign-up instructions to mentors
	<p>Mentee Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Pre-Test survey with every student <input type="checkbox"/> Write student's name & HO# clearly on Pre-Test survey <input type="checkbox"/> Get Commitment for match



GUJARATIS OF NORTH AMERICA

	<p>Enter Matches into Online System</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check for existing matches BEFORE entering new individuals <input type="checkbox"/> Use the mentor and student drop down lists in the “Match Form” <input type="checkbox"/> Need mentors’ email addresses and phone numbers <input type="checkbox"/> Update status of match <input type="checkbox"/> Increase grade level for mentees already in system (at year start)
	<p>Student Mentee Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30-minutes orientation meeting with mentees <input type="checkbox"/> Review commitments (1-2 years, 1:1 weekly & summer contact, monthly events) <input type="checkbox"/> Offer opportunity for student to define goals for mentor relationship
	<p>Outreach and Sign Up Adults for Mentor Trainings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visit website for training calendar & substitute sign-up
	<p>Mentor Program Coordinator Meeting #2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging FY in Mentor Relationships/Strategically Telling Your Story
	<p>Host Monthly Activity #1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set a date, location <input type="checkbox"/> Inform mentors <input type="checkbox"/> Contact Mentor Program staff to inform of date, request support if needed <input type="checkbox"/> Plan activity, refer to Activity Binder or website for ideas
	<p>Submit Substitute request for Mentoring 101 / 201 Trainings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visit website for training calendar and substitute sig
	<p>Match Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check-in with mentors and mentees to provide support, ideas, troubleshooting, and encouragement
	<p>Mentor Program Coordinator Meeting #3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit all outstanding pretests <input type="checkbox"/> Review online system for accuracy of logs <input type="checkbox"/> Mentor Check-in Strategies



GUJARATIS OF NORTH AMERICA

- | | |
|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> Plan activity, refer to Activity Binder or website for ideas<input type="checkbox"/> Check-in with mentors and mentees to provide support, ideas, troubleshooting, and encouragement |
|--|--|

SAMPLE LETTER FOR MENTOR

[City, CA Zip] [date]

Dear [First Name],

I am pleased to invite you to join Student Support Services in implementing a unique program for GONA. As a business in our community 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 mentors 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 improve their future.

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 children's' lives in our country.

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,

GONA

First Name, Last Name, Title [phone and/or email address] [school and tax



GUJARATIS OF NORTH AMERICA

id#]

GONA 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 encourage and motivate students to become their best.
- Mentors SPEND 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.
 - 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

It is also known that positive relationships with adults are essential to building the



GUJARATIS OF NORTH AMERICA

resiliency of children and youth

Mentoring for Success Program

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 SPARE 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



GUJARATIS OF NORTH AMERICA

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.

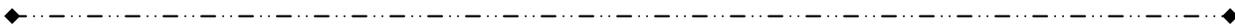
Dear Mentors,

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



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

MENTOR ORIENTATION FACILITATOR'S AGENDA

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 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:



GUJARATIS OF NORTH AMERICA

- 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)
 - more likely to be positive toward elders and toward helping others *(Jakielek et al., 2002)*
- Mentoring first 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?

- A GONA AND YUVA Coordinator at your Site manages all aspects of the program to support mentors and their student mentees.
- This is a VIRTUAL 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
 - Activity Ideas
 - Activity Binder
 - GONAUSA.ORG/MENTORSHIP
- 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 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.



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

MENTOR GUIDELINES

“The most effective mentors offer support, challenge, patience, and enthusiasm while they guide others to new levels of achievement.”

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 GONA Volunteers with the proper background clearance to work with students**
- Attend mentor orientation and training session(s)
- 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
- 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.



GUJARATIS OF NORTH AMERICA

- 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!**

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 _____



GUJARATIS OF NORTH AMERICA

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
- Student journal (may include writing, drawings, photos, stickers, goals/plans, etc.)
- Art projects (drawing, making cards for family or friends, collages, life maps, etc.)
- Research an area of interest to the student using computer and library
- 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 (ask student 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.)



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

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):

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):



GUJARATIS OF NORTH AMERICA

Makes me happy:

Makes me happy:

What I like best about school:

What I like best about school:

WHAT'S HOT, WHAT'S NOT MENTORING FOR SUCCESS



GUJARATIS OF NORTH AMERICA

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.

	<i>What's Hot?</i>		<i>What's Not?</i>	
	Mentee's peers	Mentor's peers	Mentee's peers	Mentor's peers
Fashion				
Music				
Entertainment (Movies, books, games, etc.)				
Hairstyles				
Food				
Language (especially slang)				
Other				

(Adapted from the Search Institute for Mentoring Partnerships in Minnesota, The Search Institute www.search-institute.org)



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

[DATE]

Dear New Mentor,

Welcome!!!

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 will find everything you need to get started. -- **ATTACH COPY OF MENTEE INFORMATION**

- Your Mentee's Daily Schedule
- School Year Calendar
- About Your Student Factsheet
- About the School Factsheet
- How to Access and Use the Online Activity Log

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]



GUJARATIS OF NORTH AMERICA

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:

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

ALTERNATE CONTACT IF SITE COORDINATOR IS UNAVAILABLE:

ADDITIONAL INFO:



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

ACCESSING AND USING THE ONLINE ACTIVITY LOG

1. Log on to —Click on “Online Activity Log”
2. On your first visit you will log in to the Reporting Website and then change your Username and password after the initial access.

For the initial use: Username = First Name
Password = Last Name
3. Answer the security question. This allows you to retrieve your login and password if you forget it.
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. The Mentor-Mentee Contact Log will come up showing contact recorded to date.
6. **To add a new contact**, click on the link at the top of the page that says “Create New Weekly Log”.
7. 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)**
8. 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.



GUJARATIS OF NORTH AMERICA

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 -----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.



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

PERMISSION TO USE IMAGE AND INTERVIEW

Please sign the bottom portion of this form to authorize GONA to use interviews, photographs, or video of your child in GONA 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

MENTOR APPRECIATION IDEAS



GUJARATIS OF NORTH AMERICA

We appreciate the time and energy volunteers put into Mentoring for Success. Showing volunteers how much we appreciate their efforts helps strengthen their relationship and commitment to their student and the program. Here are some ideas to recognize them.

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 Schoolroom 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?

MENTORING FOR SUCCESS



GUJARATIS OF NORTH AMERICA

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 **xyz – info@gonausa.org**
4. Mentor will be called to arrange for a joint interview and photo

MENTORING FOR SUCCESS



GUJARATIS OF NORTH AMERICA

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: _____



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

MENTOR LOG QUICKFORM

Please fill out and return to _____
(Site Coordinator)

Week of: _____ Minutes spent with student: _____

Mentor: _____ Number of meetings this week: _____

This week my mentee and I.... (Please check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Monthly Group Activity | <input type="checkbox"/> Played sports | <input type="checkbox"/> Art project/Craft |
| <input type="checkbox"/> Worked on homework | <input type="checkbox"/> Volunteered/Community service | <input type="checkbox"/> Talked |
| <input type="checkbox"/> Played games | <input type="checkbox"/> Brief contact (5 min. or less) | <input type="checkbox"/> Shared a meal |
| <input type="checkbox"/> Other/Notes | | |



GUJARATIS OF NORTH AMERICA

MENTORING FOR SUCCESS

MENTOR LOG QUICKFORM

Please fill out and return to _____
(Site Coordinator)

Week of: _____ Minutes spent with student: _____

Mentor: _____ Number of meetings this week: _____

This week my mentee and I.... (Please check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Monthly Group Activity | <input type="checkbox"/> Played sports | <input type="checkbox"/> Art project/Craft |
| <input type="checkbox"/> Worked on homework | <input type="checkbox"/> Volunteered/Community service | <input type="checkbox"/> Talked |
| <input type="checkbox"/> Played games | <input type="checkbox"/> Brief contact (5 min. or less) | <input type="checkbox"/> Shared a meal |
| <input type="checkbox"/> Other/Notes: | | |