



Mentoring Toolkit

About the Toolkit

This Toolkit provides information and resources to develop and support successful implementation of a robust college-focused mentoring program to serve GEAR UP TN cohort students.

The information in this toolkit was adapted by GEAR UP TN from *How to Build a Successful Mentoring Program Using the Elements of Effect Practice*, MENTOR/National Mentoring Partnership, 2005.

Importance of Mentoring

“Research shows that mentoring has a positive impact on a range of student outcomes, including grade promotion, absenteeism, academic goal achievement, school connection, college aspirations, and postsecondary transition and success.”¹

“At-risk youth are also much less likely to report having had a naturally occurring mentoring relationship (57 percent of at-risk youth had a naturally occurring mentor versus 67 percent of those not at risk)”².

“More than three quarters (76 percent) of at-risk young adults who had a mentor aspire to enroll in and graduate from college versus half (56 percent) of at-risk young adults who had no mentor.”²

“At-risk young adults with mentors are also more likely to be enrolled in college than those without a mentor (45 percent of all at-risk youth with a mentor are enrolled in some type of postsecondary education as opposed to 29 percent of at-risk youth who are enrolled but never had a mentor).”²

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Sources:

The National Mentoring Partnership: [Elements of Effective Practice \(4th Edition\)](#)

The National Mentoring Partnership: [How to Build a Successful Mentoring Program Using the Elements of Effective Practice](#)

GEAR UP Washington: [Educator Resources](#)

GEAR UP Arizona: [Mentoring Toolkit](#)

¹ Coles, A. (2011). *The Role of Mentoring in College Access and Success*. Washington, DC: Pathways to College Networks.

² National Mentoring Partnership (2014). *The Mentoring Effect*, Mentoring.org

Section I: Introduction

What is Mentoring?

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Comprehensive Mentoring (CCREC Definition)

Comprehensive mentoring services are provided when GEAR UP staff, teachers or other school staff identifies students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., “mentor.” Mentors meet regularly with their assigned student(s). Meetings may be on or off campus and either during or outside the school day. Typically, issues addressed during mentoring meetings include academic, social, organization or life skill development.

Comprehensive Mentoring as a GEAR UP TN Required Service

Sites must development and implement a robust college-focused mentoring program to serve cohort students. Mentoring may take many forms and Collaboratives may choose to implement various mentoring programs in order to meet specific needs of the diverse populations they serve. Sites may target a subset for mentoring services (using data). Mentoring structures may include older students mentoring younger students, college students/alumni mentoring current students, or staff/community volunteers mentoring current students. Mentoring services should occur on a monthly basis at a minimum.

Types of Mentoring

- **Traditional Mentoring:** One adult to one young person
- **Group Mentoring:** One adult to up to four young people
- **Team Mentoring:** Several adults working with small groups of young people
- **Peer Mentoring:** Caring youth mentoring other youth
- **E-Mentoring:** Mentoring via email and the internet

Section II: Steps for Successful Implementation

Successful implementation of a mentoring programs involves many components. These include planning and designing the program, program operation, and program evaluation.

Planning and Designing Program

Step 1:

Start with a needs assessment to identify students for mentoring.

Step 2:

Determine desired outcome of mentoring program? What do you want to accomplish?

Step 3:

Determine the type of mentoring the program will offer (i.e., traditional one-to-one mentoring, group mentoring, e-mentoring).

Step 4:

Define the nature of mentoring sessions:

- Character, Social and Leadership Development
- School-to-Career
- Academic Success

Step 5:

Identify the types of individuals you will recruit as mentors (i.e., college students, peers, staff/community volunteers).

Step 6:

Determine when mentoring will take place.

Step 7:

Determine how often mentors and mentees will meet and how long mentoring matches should endure.

Step 8:

Determine where the mentoring matches will meet (i.e., school-based, community-based, e-mentoring).

Step 9:

Identify your program stakeholders and determine how you will promote your program.

Step 10:

Determine how to evaluate the program's success.

- Develop a plan to measure program processes
- Develop a plan to measure expected outcomes
- Create a process to reflect on and disseminate evaluation findings

Program Operations

Step 1:

Recruiting/Selecting Mentors

- Develop and write a mentor position description
- Select Sources of Mentors

- Select Mentors who support mission of your program
- Use existing research to determine who is likely to mentor
- Emphasize the benefits of mentoring
- Market the program
- Conduct awareness and information sessions for potential mentors

Step 2:

Screening Potential Mentors

- Require written application
- Conduct background checks
- Conduct character reference checks
- Conduct face-to-face interview

Step 3:

Orient and Train Mentors

- See Section III for Mentor Training Resources

Step 4:

Match Mentors and Mentees

- Use Established Criteria such as:
 - Personal Preference
 - Temperament
 - Life Experience and Interests
 - Race
- Arrange an introduction between mentors and mentees

Step 5:

Provide Ongoing Support, Supervision, and Monitoring of Mentoring Relationships

Important Criteria to Consider for Matching Mentor(s)/Mentee(s)

- Similar background (racial, ethnic, cultural, or linguistic)
 - Language requirements
 - Geographic location
 - Availability/schedule
 - Shared or compatible interests
 - Mentee's needs and strengths
 - Mentor's skills and strengths
 - Life experience
 - Shared values
 - Temperament
 - Personality traits
 - Mentor, mentee, and parent/guardian preferences
 - Program goals
 - Mentoring experience
- Offer ongoing training opportunities for program participants
 - Communicate regularly with program participants and offer support
 - Help mentors and mentees define next steps for achieving mentee goals
 - Bring mentors together to share ideas and support
 - Establish a process to manage grievances, resolve issues and offer positive feedback
 - Assist mentors and mentees whose relationship is not working out

- Ensure appropriate documentation is done on a regular basis
 - Mentoring services should be noted on monthly

MAP/CAR and entered regularly into Compass

Program Evaluation

- ❖ **Process Evaluations:** focus on whether a program is being implemented as intended, how it is being experienced, and whether changes are needed to address any problems.
Examples: Number of new matches; types of activities; length of matches; frequency and duration of meetings; and perceptions of the relationships
- ❖ **Outcome Evaluations:** focus on what, if any, effects the program is having.
Examples: Mentees' reports of their grades, behavior, and psychological functioning; teachers' reports of mentees' classroom behavior; mentors' reports of their well-being, parent-child relationships; and high school graduation rates

Section III: Mentor Training

GEAR UP Site Coordinators and Mentoring Coordinators will be responsible for the training and supervision of selected mentors.

The *Elements of Effective Practice for Mentoring* (4th Edition) recommends training mentors on the following topics:

- Appropriate physical contact
- Contact with mentoring program (e.g., whom and when to contact)
- Relationship-monitoring requirements (e.g., response time, frequency, schedule)
- Approved activities
- Mandatory reporting requirements associated with suspected child abuse or neglect, as well as suicidality and homicidality
- Confidentiality and anonymity
- Digital and social media use
- Money spent on the mentee and mentoring activities
- Transportation
- Emergency and crisis situation procedures
- Health and medical care
- Discipline
- Substance use
- Firearms and weapons
- Inclusion of others in mentor-mentee meetings (e.g., siblings and mentee's friends)
- Photo and image use
- Evaluation and use of data
- Grievance procedures
- Other program-relevant topics

Training Resources

- **GEAR UP Arizona (modules adapted from Weber State University)**
<https://in.nau.edu/gear-up/academic-mentor-training-modules/>
- **Weber State University Online Training Modules**
<https://weber.edu/ccel/training.html>
- **The National Mentoring Center: *Training New Mentors***
<http://educationnorthwest.org/sites/default/files/training.pdf>
- **Mentoring Resource Center: *Ongoing Training for Mentors***
<http://educationnorthwest.org/sites/default/files/resources/Ongoing%20Training%20for%20Mentors.pdf>

Section IV: Mentor Guides

What Makes a Good Mentor?

Mentors listen.	They maintain eye contact and give mentees their full attention.
Mentors guide.	Mentors are there to help their mentees find life direction, never to push them.
Mentors are practical.	They give insights about keeping on track and setting goals and priorities.
Mentors educate.	Mentors educate about life and their own careers.
Mentors provide insight.	Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions.
Mentors are accessible.	Mentors are available as a resource and a sounding board.
Mentors criticize constructively.	When necessary, mentors point out areas that need improvement, always focusing on the mentee's behaviors, never his/her character.
Mentors are supportive.	No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.
Mentors are specific.	Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.
Mentors care.	Mentors care about their mentees' progress in school and career planning, as well as their personal development.
Mentors succeed.	Mentors not only are successful themselves, but they also foster success in others.
Mentors are admirable.	Mentors are usually well respected in their organizations and in the community.

Adapted from National Mentoring Partnership (2015). *How to Build a Successful Mentoring Program Using the Elements of Effective Practice*.

Mentoring Guides (Resources and Activities)

- **College & Career Academy Support Network: Mentoring Handbook**
<https://casn.berkeley.edu/wp-content/uploads/2022/02/CCASN-Mentor-Handbook-Revised-2021-sct4.pdf>
- **National Mentoring Center: Building New Relationships: A Guide for New Mentors**
<http://educationnorthwest.org/sites/default/files/effective-strategies-for-providing-quality-youth-mentoring-in-schools2.pdf>

Section V: Mentoring Forms/Handouts

Selecting/Hiring Mentor Coordinator

- GEAR UP TN Mentor Coordinator Sample Description

Selecting/Hiring Mentors

- Mentor Qualifications and Responsibilities (GEAR UP Washington)
- Mentor Applications for Adults and Peers (GEAR UP Washington)
- Mentor Interview Questions (GEAR UP Washington)
- Mentor Match Worksheet (GEAR UP Washington)

Mentoring Meeting Forms

- Mentoring Meeting Log (GEAR UP Washington)

Selecting/Hiring Mentor Coordinator

SAMPLE POSITION DESCRIPTION

GEAR UP TN Mentor Coordinator

Position: GEAR UP TN Mentor Coordinator

Status: Part-time

Location: School(s) Name/ Address

Reports: GEAR UP TN Site Coordinator

GEAR UP TN (Gaining Early Awareness and Readiness for Undergraduate Programs) is a pre-college initiative funded by the U.S. Department of Education and administered by the Tennessee Higher Education Commission (THEC). GEAR UP's goals aim to:

- Increase academic performance and preparation for postsecondary education.
- Increase the rate of high school graduation and participation in postsecondary education.
- Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

To achieve these goals, GEAR UP TN provides Tennessee students with a clear path to college. GEAR UP TN works with Collaboratives of community partners across the state to promote college readiness and success. GEAR UP TN, through the Collaboratives, provides students with direct services, including mentoring, tutoring, college visits, financial aid counseling, and academic interventions.

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Comprehensive Mentoring

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data). Mentoring structures may include older students mentoring younger students, college students/alumni mentoring current students, or staff/community volunteers mentoring current students. Mentoring services should occur on a monthly basis at a minimum.

Key Responsibilities

- With the help of the site coordinator, develop a comprehensive mentoring plan. This should include the goals and objectives for the program, type of mentoring program, nature of the mentoring program, recruitment of the mentors, and the selection of the mentees.
- Recruit and screen all potential mentor candidates.
- Oversee mentor training and the creation of a mentor handbook.
- Oversee mentor/mentee matching process through coordination with the site coordinator and other school staff.
- Supervise on-going mentor/mentee relationship, including management of mentee reporting and providing mentor support.
- With the support of the site coordinator, address any concerns about mentor conduct or conflict.
- Plan and execute regular mentor continuing education and support meetings.
- Maintain, document, and report program metrics and student services.
- Monitor success of the project, including levels of participation, quality of activities and impact in terms of student achievement, attendance, educational expectations, and behaviors
- Implement and execute program evaluations.
- Work collaboratively with other GEAR UP TN staff, school personnel, families, and the local community to raise awareness of the benefits of postsecondary education, GEAR UP, and the mentoring program.

Preferred Qualifications

- Bachelor's Degree in education, counseling, social work, child development, or related field.
- At least two years of experience working with high school students in a school- or community-based setting.
- Strong knowledge of postsecondary education requirements, options, application procedures, financial aid, and scholarship opportunities.
- Ability to work effectively with school personnel, parents, community leaders, and students.

- Ability to serve as a role model for students and mentors.
- Excellent interpersonal and communication skills. Demonstrated ability to conduct effective workshops and presentations as needed.
- Commitment to working with young people and to the value of post-secondary education.

Selecting/Hiring Mentors

GEAR UP TN MENTOR

QUALIFICATIONS AND RESPONSIBILITIES

Each mentor will serve as an integral member of a support system with program staff for a program participant. Participants often face many challenges outside of the high school environment such as difficult home lives; working long hours to contribute to the family income, care taking responsibilities for younger siblings or, being English language learners. Mentors advocate for and actively encourage and guide the participants towards pursuing college as a realistic, post-high school goal.

Qualifications:

- **Value higher education and the goal of obtaining a four-year college degree.**
 - Preference will be given to applicants with college experience/attendance.
- **Enjoy working with high school students.**
- Be at least 21 years of age.
- **Have an appreciation for cultural diversity and an ability to work with students from diverse backgrounds.**
- Commit to mentoring the participant during their sophomore year of high school.
- Ability to meet the student on the high school campus.
- ***Demonstrate effective communication skills.***
- Submit to and pass background checks.

Responsibilities:

- Support the participant through successful completion of their sophomore year in high school.
- Model positive social behaviors such as integrity, punctuality, work ethics, compassion, and open-mindedness.
- Schedule and prepare meetings with the participant **at least** once a month during the school year to develop a one-on-one relationship.
- Be familiar with college admission and financial aid forms (training provided).
- Discuss career and academic goals.
- Help prepare students for college and for life beyond high school.
- Attend mentor-training sessions and refer to program manual regularly.
- Maintain regular communication with *program staff* through monthly meeting logs and/or e-mail.
- Follow the laws of the State of Tennessee including, but not limited to, drugs, alcohol, and tobacco.

**GEAR UP TN
Adult Volunteer Application**

Print or type responses:

Full Legal Name _____
First Middle Initial Last

Gender: Female Male Date of Birth: ____/____/____ Ethnicity _____
Mo. Day Year

Mailing address _____

City _____ State _____ Zip _____

E-mail _____

Preferred Contact Number Home Phone Cell Phone Work Phone

Phone Numbers Home _____ Work _____ Cell _____

Employer _____ Length of Employment _____

Job Title _____ May we contact you at work? Yes No

Education completed:

High School Other _____

2-year degree in _____ School _____

4-year degree in _____ School _____

Advanced degree(s) in _____ School _____

How was the Program brought to your attention? _____

What motivated you to apply to the Program? _____

Will you be able to meet with a student at least once a month during the school year?

Yes No

What are your hobbies, special skills, or other interests? _____

What do you like to do in your leisure? _____

What other affiliations (e.g., service or volunteer organizations) do you have? _____

What do you hope to gain from the mentoring experience? _____

What do you hope your mentee gains from the mentoring experience? _____

Do you have prior mentor experience? Yes No

If yes, please explain: (Program Name & Dates)

How many students would you like to mentor? 1 2

Mentors often have a particular set of experiences to share, please help us achieve the best possible match by specifying if you would like to mentor a student from a specific cultural background (if available)? Yes No

If yes, what cultural background? _____

Is there a particular student you would like to mentor? Yes No

If yes, name _____ High School _____
Why? _____

Are you willing to have the _____ conduct a background check on you, including fingerprints?
 Yes No

List three people (non-family members) who can serve as character references for you.

(1) Name _____ Relationship _____ For _____ years.

Mailing Address _____ City _____ State _____ Zip _____

Phone _____ Email: _____

(2) Name _____ Relationship _____ For _____ years.

Mailing Address _____ City _____ State ____ Zip _____

Phone _____ Email: _____

(3) Name _____ Relationship _____ For ____ years.

Mailing Address _____ City _____ State ____ Zip _____

Phone _____ Email: _____

I certify that the information I have supplied is correct to the best of my knowledge. I grant permission for you to contact the references provided. I also understand and agree to the duties and requirements described in the Volunteer Duties and Requirements.

Signature _____ Date _____

GEAR UP Peer Mentor Program Application

Name: First _____ Last _____

Home address: _____

School: _____ Grade: _____

Phone number: _____ Email: _____

Why do you want to be a part of this mentor program?

What skills do you have that could be used toward this program?

What obstacles did you have to overcome in high school?

What is the best advice that you would give to an underclassmen?

Parent consent

I give my student, _____, permission to be a part of this mentor program.

Signature: _____

MENTOR INTERVIEW FORM

Interview Date: _____

Applicant: _____
 First Middle Initial Last

Interviewer: _____

1. What does mentoring mean to you?

2. What 5 words best describe you? _____

3. In your opinion, what attributes do you have that are important for mentoring?

4. What area do you feel you need the most help to increase your effectiveness as a mentor? _____

5. Is there something about yourself you would like to change? _____

6. Describe yourself as a teenager: _____

7. Describe your educational background and degrees: _____

8. Describe your employment history: _____

9. Does your work schedule accommodate mentoring during regular school hours?
 Yes No

10. If you could recommend one book for a young person to read, what would that be?

11. What is your current and past participation in community activities, especially youth-related?

12. What support is most needed in the lives of young people today?

13. Describe a relationship in your youth that you had with an adult that had a significant effect on your life. _____

14. How many students do you wish to mentor? 1 2

Interviewer Notes and Impressions:

Approval _____ Disapproval _____ Initials _____ Date _____

Reasons:

Match Profile Worksheet

Date: _____

Mentor's Name: _____ Phone () _____

Student's Name: _____ Phone () _____

Check all that apply:

- 1. Prior Existing Relationship
- 2. Requested by Student
- 3. Requested by Mentor
- 4. Similar Hobbies/Interests _____
- 5. Similar Education/Career Interests _____
- 6. Support Needed/Mentor Resources _____
- 7. Other (Explanation Listed Below)

Interviewer Notes:

Initial _____ Date _____

Mentoring Meeting Forms



Mentor Name: _____

Mentee Name: _____

Meeting Log

	Relationship Building	Friendship	High School Performance	Attendance	Explore Potential Colleges	Deadlines	Application Process	Essay Topics	Scholarship Opportunities	FAFSA	Financial Aid Awarding	Finalize College Entrance	Notes for Next Meeting:
Date:													
Length of Meeting:	Notes this meeting:												
Date:													
Length of Meeting:	Notes this meeting:												
Date:													
Length of Meeting:	Notes this meeting:												
Date:													
Length of Meeting:	Notes this meeting:												

Section VI: Additional Resources

- E-Mentoring Supplement to the Elements of Effective Practice for Mentoring
<https://www.mentoring.org/new-site/wp-content/uploads/2019/12/E-Mentoring-Supplement-to-EEP-1.pdf>
- GEAR UP Arizona: Mentoring Toolkit
<https://in.nau.edu/wp-content/uploads/sites/6/2019/01/Academic-Mentoring-Toolkit.pdf>
- GEAR UP Washington: Educator Resources
<https://gearup.wa.gov/resources>
- Mentor Michigan: College Positive Mentoring Toolkit
<https://www.michigan.gov/leo/boards-comms-councils/mcsc/mentor/program-resources/college-positive-mentoring-toolkit>
- National Mentoring Partnership: Elements of Effective Practice for Mentoring (4th Edition)
https://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf
- National Mentoring Partnership: How to Build a Successful Mentoring Program Using the *Elements of Effective Practice*
http://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf
- National Mentoring Resource Center: Resources for Mentoring Programs
<https://nationalmentoringresourcecenter.org/resources-for-mentoring-programs/>
- National Mentoring Partnership: The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring.
https://www.mentoring.org/new-site/wp-content/uploads/2015/09/The_Mentoring_Effect_Full_Report.pdf