North Carolina Community College
Minority Male Mentoring Training Manual

2009-2010
A Guide to Creating Success
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Summary

The North Carolina Community College Minority Male Mentoring Program is a goal oriented program designed to support the educational and professional aspirations of minority males in the Community College System. The Program seeks to increase the completion of developmental courses, retention, graduation rates, and transfer to four-year colleges and universities. To accomplish this, the program increases exposure to educational, professional, and civic opportunities.

Starting a mentoring program can be a lot of work and all of the information provided in this guide can be somewhat daunting to a new program and its staff members. However, the information provided here will save you time and effort by guiding your decision making and aligning your services with best practices. Though there are many key decisions to be made about how your program will be structured, the good news is that you do not have to “reinvent the wheel” when it comes to designing your program.

Mentoring is a powerful and personal way to enhance the lives of minority males on our campuses. As you move forward with your valuable life-changing program to help minority males stay in school and graduate, we hope this guide is a useful tool for analyzing where your program is today and enhancing the services you offer in the future.

What is a Minority Male?

According to the United States Department of Education, the term ‘‘minority’’ means American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other under-represented ethnic group.

What is Mentoring?

Definition:
“Anyone who has a beneficial life-or style-altering effect on another person, generally as a result of personal one-on-one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in relationship which goes beyond duty and obligation.” Gordon Shea (1999)

“A Mentor is simply someone who helps someone else learn something that he or she would have learned less well, more slowly, or not at all if left alone. Mentors are learning coaches-sensitive, trusted advisor” Chip Bell (2002)
The Benefits of Mentoring:
Mentoring has many benefits for the mentees, the mentors, and the college, including:

For the Mentee:
- Academic support
- Improved self-confidence and self-esteem
- Increased motivation
- Broadening horizons and experience
- Raised achievements and aspirations
- Networking
- Building relationships
- Support to graduation

For the Mentor:
- Establishing relationships
- Immense satisfaction from helping another person grow
- Development of interpersonal and communication skills
- Increased self-awareness

For the College:
- Increased success of an underserved population
- Shared learning
- Development of staff skills
- Positive publicity
- Review and change in antiquated policies and procedures
- Increased retention and graduation rates, and student satisfaction
- Community partnerships and outreach
- Possible funding streams

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Starting Your Minority Male Mentoring Program

Step 1: Developing Your Program Plan

A. Getting Organized

Starting a mentoring program takes a lot of work and requires a significant amount of resources and coordination. However, answering the following questions will help make this process easier:

- Who are the students you want to serve? (Ex. Students who are at risk of not staying in college.)
- What impacts on their lives do you want your program to make?
- Who are the mentors you will recruit?
- Where will the mentoring take place?
- How will you structure your program?
- What resources (time, money, staffing) do you need?
- What existing programs already serve or could potentially serve these students.
- Who will assist you and your staff in developing the mentoring program?
- What documentation will you need to collect?

B. Conducting a Needs Assessment

Once you have answered the basic questions it is now time to get out into the community and investigate the needs of the minority males in your community. In a needs assessment you are looking for the challenges and problems facing the students you intend to serve, as well as the existing services available in the community. By comparing the needs of minority males with the services currently being provided, your college will be able to determine the unmet needs that your program can address. This needs assessment will give you the “big picture” of what is happening in your community and the role your community college might play. The needs assessment should include the input of other leaders on campus and from the community. This type of community wide assessment will help you design a program that fills a real need in your community and whose services will be in demand.
C. Creating an Advisory Council or Steering Committee

Any mentoring program’s success stems from the skills, commitment, and vision of the individuals who oversee it. There is perhaps no program component that is more critical than the support of a strong Advisory Committee. Their level of involvement affects many aspects of a program, including resource development, building partnerships, setting policies, fiscal oversight, and risk management.

Your advisory committee should have two primary roles as you plan and develop your program: providing leadership and guidance about the program’s mission, goals, and design; and creating or strengthening connections to community organizations and stakeholders that can make the program a success once implemented.

As you develop your committee, start with a core group of supporters and add new members as momentum for the program grows. The most successful advisory groups are ones that ensure that students, including minority and non-minority males and females are represented as equal partners rather than as silent observers. In addition, mentees should have meaningful roles in guiding the program development. You can draw initial members from:

- School personnel/boards
- Faculty
- Civic Organizations
- Clergy
- Local government
- Local law enforcement
- Minority males on campus and in the local community
- Student organizations

Please be sure that the key administrators at your campus are involved in your planning. Their buy-in is critical to ensuring that other faculty/staff are supportive and committed once the program is underway.

D. Developing a Mission Statement

Informed by the needs assessment, your mentoring program should next develop a mission statement that drives all programmatic activities, as well as your short- and long-term goals. This mission statement should be carefully crafted and should reflect the diverse voices and needs of all program stakeholders, including the minority males and the community you serve. Your mission statement should be fairly short and to the point, yet still answer the question, “Why do we exist?”

**Sample Mission Statement:**

The Minority Male Mentoring Program shall serve as a significant part of the mission of the college—to provide student support services designed to assist students in making academic, career, and personal decisions. The MMMP promotes the improvement of
academic success, retention, and graduation of students through mentoring activities and support programs that encourage academic excellence, self-esteem, and personal growth of participating students.

E. Determine Data Collection and Measurements

To measure the success of the program, programs will be required to collect information on each student participant. This information will be used to measure the program and students’ progress. To acquire an accurate assessment the data collected will be measured against other populations on the campus. This information will be used to determine the effectiveness of the program and/or identify program challenges. (Please see Collecting and Using Data section for further data.)

F. Writing a Program Proposal

Once you have your program mission statement you will need to then build a complete proposal for how your mentoring program will operate. Taking the time to write a proposal will help you in a number of ways. First, it is critical to finding funding for your program. Second, a proposal forces you to consider all of the resources you will need to implement your mentoring program. Finally, a written plan will help you stay focused on the needs of minority males and how your program will meet those needs. The goal of your program proposal is to demonstrate that you have carefully thought out your program and assist you in being accountable to those who provide support for your program. A typical outline for a program proposal should include the following headings:

- Statement of community needs based on a community needs assessment
- Specific problems to be addresses by your program
- Goals and objectives of the program
- Project strategy/design including:
  1. Mentee selection and orientation
  2. Mentor recruitment, screening, orientation and training
  3. Matching mentor and mentee
  4. Mentor/mentee relationship and activities
  5. Monitoring/supervising the match
  6. Evaluation methods and processes
  7. Sustainability
- Management and organizational capability
- Program budget

G. Writing a Resource Development Plan

Once you have developed your plan you will need to find the resources to initially fund the program and sustain it over time. Although the North Carolina Community College System has been able to provide grants to assist with initial start up and funds for the
subsequent year, it is important not to underestimate how challenging it is to secure sustainable resources. To assist you in finding other resources you will want to develop a short-term and long-term plan for resource development. Your resource plan sets the course of action for how you will initially fund and sustain your program. A resource development plan includes resource development goals and objectives, strategies, timelines and assigned responsibilities for making the plan happen. Remember that resource planning is about grants, local business support, fundraising and possibly other forms of support such as in-kind donations.

Step 2: Implementing a Mentoring Program

Let’s now assume that your plan is written and you have secured the resources to develop your program. The next step is to develop your program’s written policies and operating procedures, which will allow you to implement your mentoring program on a foundation of research-based effective (best) practices. These Policies and procedures should reflect the components that will make up the structure of your day-to-day operations. The critical program design components are:

A. Recruiting and Marketing Strategies

The first step in creating high-quality mentoring relationships is finding appropriate and suitable mentors who are committed to volunteering with your program. It is important for your program to have structured recruitment and marketing strategies that are targeted for the specific populations of mentors that you hope to attract. Your targeted recruitment strategies should attract the different groups of mentors that are needed to address the needs of the minority males within your program. Several studies have shown that mentors from a variety of demographic areas including male, female, older, younger, Black, White, Hispanic and Asian, alike all make great mentors for minority males. You must determine what mix is best for your mentors and mentees.

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B. Create Eligibility Criteria

Your program will need to define eligibility criteria for participants, including mentors and mentees. The eligibility criteria should be written and communicated to all mentors, mentees, and other volunteers in your program.

**Sample Mentee Eligibility Requirements:**

As a mentee, you have entered into a partnership with an upper level student, a faculty member or businessperson in your local community. Keep in mind that this relationship needs nurturing from both you and your mentor. Do not expect the mentor to “take care of you” as your parent or older sibling or intercede on your behalf when challenges occur. The mentor is the person who will help you learn how to be your own advocate and learn how to handle your own challenges. The mentor is not necessarily a personal friend but rather a guide to help you successfully achieve your academic and career goals. Listed below are some skills, behaviors, and requirements for the program that will help facilitate a successful relationship with you and your mentor.

- Be currently enrolled as a curriculum or GED program at XYZ Community College.
- Demonstrate a desire to participate in the program and be willing to abide by all XYZ Community College’s policies and procedures.
- Agree to at least a one semester commitment to the program.
- Commit to spending a minimum of four hours a month with the mentor.
- Be willing to communicate with the mentor weekly.
- Complete a screening procedure.
- Agree to attend mentee trainings as required.
- Be willing to communicate regularly with the program coordinator and discuss monthly meeting and activity information.
- Be open to receive advice and referrals from mentor.
- Take equal responsibility in the mentoring relationship by initiating and maintaining contact with the mentor.
- Seek advice and counsel. Your mentor may not know when you need help.
- Work with your mentor to establish realistic goals for working together.
- Promptly return phone calls and emails from your mentor.
- Keep your mentor aware of any changes to your address, phone number, change of major, email address, etc.
- Participate in programs and activities sponsored by the mentoring program, when available.
- Contact the mentoring program director if there are any concerns regarding your mentoring activities.
- Comply with all code of conduct and discipline.
- Listen and observe. Try to keep an open mind, even if you don’t agree.
- Make suggestions. You have fresh ideas to share.
- Ask questions. Questioning is a key component in learning.
- Understand that mentors have no financial obligations toward mentees. Expenses incurred during outings can be shared, depending upon individual financial situations.
- Practice what you learn. Assess yourself honestly and keep in mind that no one is perfect.

**Mentees are NOT expected to:**

- Participate in any activities in which they are not comfortable.
- Incur any financial obligations as a requirement for participation in the program.
C. Screening Process

It is important that your program develops and implements a standardized screening process for potential mentors and mentees including:

- written applications
- face-to-face interviews
- an orientation program

D. Orientation and Training

One of the most important first impressions that you set for potential program participants occurs during your initial orientation sessions. It is very important to create well-organized, goal-driven, and accessible orientations for all potential mentors and mentees. This orientation may take place during an initial recruitment presentation or act as a follow-up for interested individuals, but it should always take place before the mentor and mentee application and screening process begins. Following the screening process your program should have a structured training program for mentors, mentees and volunteers that include:

- an overview of the program
- clarification of roles, responsibilities and expectations
- discussion of how to handle a variety of situations, such as campus conflicts
- concepts and strategies to help build the relationship between the mentors and mentees

E. Matching Process

Matching mentees in your program with an appropriate mentor is crucial, not only for the success of that individual match, but for the overall success of your program. As with your recruitment, screening, and training efforts, your procedure on making matches should be a reflection of your program’s goals and objectives. The first step in creating a matching procedure is the development of your matching criteria. Your program needs to identify what qualities you will be looking for in your mentors and mentees that will allow you to make a good match. What these criteria actually are will depend on the type of program you have and, as mentioned earlier, must be aligned with your program’s mission and goals.

To determine the suitability the program coordinator should consider the following criteria:

- preferences of the mentor/mentee
- similar gender/ethnicity
- common interests
- similar personalities
- career interest
F. Creating a Rapport with Your Mentee

Please keep the following in mind:

- Mentors are expected to refer mentees to the appropriate campus resources when available, rather than attempt to be their sole source of support. Mentors are not expected to act as professional counselors and must understand the limitations of the support you can provide to the mentee.
- Mentors have no financial obligations toward the mentees. Expenses incurred during outings can be shared, depending upon individual financial situations.
- The relationship between the mentor and mentee is a professional relationship, therefore romantic relationships are inappropriate. If you have questions or concerns, please contact the (Mentor Coordinator/Director etc)
- Mentors are volunteers and as such have the right to terminate their participation in the program at any time. Both the mentor and mentee can agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss this decision with the (Mentoring Coordinator/Director/etc.) before terminating the relationship.

Your First Interaction:

It is recommended that the mentor make the initial contact with her/his mentee, and provide the mentee with such information as a preferred name, or nickname, areas of interest, and any specific reasons for participating in the mentoring program.

At this point, it may also be helpful for each of you to consider how much time you can devote to the relationship, what skills and knowledge you can contribute, and your expectations of the relationship. Discussion of the following points can help clarify the role and level of participation in the relationship. These questions can provide a basis for discussion during your initial interaction:

- What do you expect in a mentee/mentor?
- What are some specific objectives you wish to achieve in this relationship?
- What knowledge, skills, and abilities possessed by your mentee/mentor will most benefit you in achieving your objectives?
- How will we establish and ensure regular, ongoing interactions?
- Will our interactions be scheduled and/or will some be informal and spontaneous?
- Who will initiate these interactions?
- How often will we interact?
- How will we develop the trust and rapport necessary to a productive relationship?
- How will we ensure the relationship is working for both of us? What tips would you give your mentee/mentor so he/she can be most successful in working with you?
- How will we handle feedback?
- How will we handle conflict with each other?
- How will we know the relationship has been successful?
• At what point do we/should we terminate the mentoring relationship?
• Any additional information you would like to share with your mentee/mentor

G. Continuing the Mentee/Mentor Relationship

**Time Requirements:**
Each mentoring relationship will vary according to needs and interests. A reasonable amount of **official time (face-to-face)** (at least 4 hours per month) should be devoted. The program is designed to last on a formal basis for a period of one semester. Each participating mentor and mentee must agree to work together for at least one semester.

**Suggested Peer to Peer Mentoring Requirements:**
Mentee/student interaction has proven to be a very effective tool in building participant activity and achievement in the program. However, before you allow students, especially those outside of the program, involvement in the program they should follow and meet certain practices:

- completed a peer mentoring application (see sample copy in appendices)
- possess at least a 3.0 grade point average from the last semester in attendance
- completed at least one year of enrollment as a full-time student
- completed at least one successful semester as a participant in the mentoring program (program participants)
- completed at least ten hours a semester of mentoring training

**Build and Focus on Essential Component Areas:**
Listed below are programs that have been offered other community colleges in the state. There are several needs that are prevalent in all mentoring programs. The list below may address one or more of these needs. You may check with community colleges in your area or the NCCCS Advisory Committee to find out more about program execution and implementation.

I. Academic Excellence – The focus of academic excellence will ensure that all Program participants have access to adequate resources and support to achieve academically. Focuses of this component include academic intervention, peer tutor sessions, calculating GPA, academic advisement, etc.

II. Career Exploration – One of the primary objectives of the mentoring program is to ensure that participants are prepared for a career. A program should expose students to experiences that will enhance their chances of success, such as career mapping strategies, internship opportunities, resume/portfolio design, mock interviewing, job shadowing, work-study, and membership in state/national professional associations.

III. Civic Engagement – The Program has allowed students to better understand themselves by allowing them to understand and interact within the community. By engaging the community, participants have gained personal, the needs of those around them, to perspective career paths. Examples civic engagement includes service learning communities, research opportunities, volunteerism/community service, engaging secondary education students, and political involvement.
IV. Personal Development – One of the most important components of the mentoring program is personal development or personal growth. Participants are able to perform personal assessments of their strengths and challenges, self-awareness, quality of life, and aspirations.

V. Leadership Development – This maximizes the success of existing and future leaders. The program focuses on the individual’s leadership abilities and attitudes towards others. By focusing on these components, the program offers activities in conflict resolution, personality types, and organization strategies.

VI. Financial Literacy – The program is aware of financial issues surrounding credit card and college indebtedness. Coordinators and guests focus on school savings programs, investment clubs, financial aid literacy, etc.

Suggested dates and events to remember and make mentee aware:
It is very important to ensure that participants are aware of essential dates and deadlines, especially those on the fall and spring academic calendar and for financial aid. These dates include:

- Drop/Add
- Census Date
- FAFSA Deadline
- All Holidays
- Graduation Date
- Fort Fisher Conference
- 1st Day of Class
- Deadline to apply for graduation
- Fall Break/Spring Break
- Registration deadline for next semester
- All scheduled mentoring meetings/trainings
- Minority Male Mentoring State Conference

H. Monitoring and Supervising

All the effort that went into recruiting participants, delivering pre-match training, and making appropriate matches will be wasted if your program does not provide ongoing support and supervision. Your supervision and monitoring process should ensure:

- that matches have resources and materials for activities
- continuing training opportunities and support
- assistance to mentors and mentees in negotiating and achieving goal
- management of grievances and offering positive feedback
- ensure that appropriate documentation is done on a regular basis.

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I. Recognition of Mentors

Mentors are the single most important asset to the success of mentoring programs. With all the time and energy it takes to recruit, screen, train, and match a mentor, it is imperative that programs develop and implement a support system for their mentors. Your program will need to develop strategies to recognize and retain mentors that include recognition events; and increasing the community awareness of the contributions made by mentors, mentees, supporters, faculty/staff, and funding agencies. The program coordinator should consider offering the following recognition activities:

- host an annual recognition event including selection of a mentor, mentee, of the year along with other outstanding service or performance acknowledgments
- feature a mentor, mentee, or general match success story in each quarterly newsletter or school publication
- establish a mentor recognition award system for length of service
- utilize outstanding mentors to help deliver orientation and training sessions for the recruitment and matching of new mentors.

J. Structured Match Closure

The end of the relationship, for whatever reason, can be difficult for both the mentor and mentee. Your program should provide support services for both groups to help them make the transition out of the relationship and, when applicable, prepare them for a possible new mentoring relationship. Your program will need a structured process that helps mentors and mentees reach closure. Most commonly closure includes confidential interviews with mentors and mentees; and ensuring that mentors, mentees and volunteers understand the program’s policy regarding future contact outside the program.

The closing interview should generally include the following aspects:

- the mentee is informed well ahead of time, if possible
- mentees have the opportunity to express their feelings, which may include anger and loss
- mentors stay aware of their own feelings, which can include guilt
- the mentor and mentee review their time together and the progress that the mentee made in achieving goals
- the mentor expresses confidence in the mentee’s ability to continue to make progress toward goals and the next steps in achieving personal goals
- whether or not the pair will have contact again, and under what circumstances, is made clear and adhered to

K. Program Evaluation

Conducting a program evaluation helps your program know if mentoring is making a difference in the lives of the minority males being served. Evaluation can help refine and improve services while also providing key information and statistics that can be used in marketing and securing funding for the program. Evaluation tells your program’s story.
In order to effectively demonstrate program success your program will need to develop and implement a structured evaluation plan.

Please note that in addition to the data you collect for your program, the coordinator for the minority male mentoring program will be requesting and collecting evaluation data from each school. You may use this data to compare your program with other minority male programs and improve the program at your campus.

Step 3: Program Sustainability

Sustainability in the context of mentoring refers to the overall stability of the program: its ability to weather (temporary) challenges, provide quality services in the present, and maintain a solid foundation for its future. Sustainability is affected by all the key activities and functions of the program and all major activities are, in turn, affected by the ability of the program to sustain itself. Listed below are a few recommendations to ensure your program sustainability:

1. Establish officers for the mentoring program. (including but not limited to: president, vice-president, secretary, treasurer, liaison to SGA, hospitality chair, historian, community service chairman, public relations/media chairman, me) Please be sure to clearly define each leadership role.
2. Discuss sustainability at every advisory committee meeting, and every meeting with your supervisor
3. Develop a couple of clearly defined goals for the next year or two and get the key players buy-in
4. Get to know community leaders and express your need for funding
5. At each staff meeting, include time for success stories or other ideas for marketing your program
6. Track your achievements and use them in all your public relations and marketing materials
7. Show how your program follows best practice guidelines for mentoring that are based on research
8. Keep your elected officials educated about your program

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COLLECTING and USING DATA
Collecting and Using Data

Data collection is one of the most important components of the mentoring program. It allows the program to distinguish between effective and ineffective practices, clarifies the future direction of the program, use for funding opportunities, and is essential is your administration asks for results.

To effectively collect data, you should determine the targeted outcomes for the program. This allows the program to measure the end results of students’ progress against the same progress of other populations (or benchmarks). These outcomes may be measured in either quantitative (measurable) and qualitative (descriptive):

- **Quantitative**
  - **Performance Benchmarks** (Quantitative) – Measure the indicators of the Program, such as retention, transfer, graduation, job placement, developmental courses taken and completed, and progression through academic programs.
  - **Diagnostic Benchmarks** (Quantitative) – Processes that influence the outcomes of the Program, such as student attitude and behavior towards the institution, campus environment (How has the campus’ perception about the student changed), and campus support.
  - **Process Benchmarks** (Quantitative) – Strategies and processes that maximize Program outcomes. This includes a review of retention, graduation rate, and attainment of certificate, associate degree, or transfer to four-year institutions.

- **Qualitative**
  - **Self-Image/Critical Reflection** (Qualitative) – Determinants that relates to how the student perceives himself and his progress in the program, society, academia, and the professional world.

If you are not accustomed to collecting data, you should consult with the campus’s Office of Institutional Effectiveness (OIE). The gathering and utilization of incorrect, inconsistent data could do more harm than good to your program. It is important to meet with your OIE to determine if you are headed in the right direction. Also, the OIE may already have data essential to your program.

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Example Minority Male Mentoring Survey Questions
Community College System Curriculum Students

Sample questions and categories to be evaluated (Curriculum Students).
*Time period Fall 2005-Spring 2009

- **Enrollment**
  - Total number students at your college
  - Total number Male students at your college
  - Total number Minority Male students at your college
  - Percentage of Male students by race
  - Percentage of Minority Male students by race
  - Number of Male students in at least one developmental course
  - Number of Minority Male students in at least one development course
  - Number of Minority Male students in program in at least one development course
  - Number of Male students in developmental math
  - Number of Minority Male students in developmental math
  - Number of Minority Male Mentoring students in developmental math
  - Percentage of Male students in at least one developmental courses
  - Percentage of Minority Male students in at least one development course
  - Percentage of Minority Male students in program in at least one development course in NCCCS

- **Persistence**
  - Fall to Spring persistence rate for Males in NCCCS
  - Fall to Spring persistence rates for Males at college
  - Fall to Spring persistence rate for Minority Males at college
  - Fall to Spring persistence rates for Minority Males in program
  - Fall to Fall persistence rate of Males
  - Fall to Fall persistence rates of Males at college
  - Fall to Fall persistence rate for Minority Males at college
  - Fall to Fall persistence rates for Minority Males in program

- **Graduation**
  - Graduation rate of Males in NCCCS
  - Graduation rate of Males by college
  - Graduation rate of Minority Males
  - Graduation rate of Minority Males by college

- **Grade Point Average**
  - Grade point average of Males at college
  - Grade point average of Minority Males
- Grade point average of Minority Males in program
- Fall to Spring grade point average of Males in MMM Program
- Fall to Fall grade point average of Males in MMM Program

- Credit Hour Completion
  - Credit hours attempted by Males in MMM Program
  - Credit Hours earned by Males in MMM Program
FINANCIAL AID
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Financial Aid 101

Step One: Complete the FAFSA

The Free Application for Federal Student Aid (FAFSA), is the form that students complete to receive federal, state, and, at times, private and institutional scholarship financial aid for college. To complete the electronic application, visit [www.fafsa.gov](http://www.fafsa.gov). The application is FREE. **Do not allow students to use the pay site of [fafsa.com](http://fafsa.com).** To complete the FAFSA the student will need to follow several steps. These are:

- obtain an electronic PIN number for student at [www.pin.ed.gov](http://www.pin.ed.gov)
- obtain an electronic PIN number for parent
- create a password
- have a copy of student’s 1040, 1040A, or 1040EZ tax form
- have a copy of parent’s 1040, 1040A, or 1040EZ tax form
- have correct social security number
- obtain an email address.

Complete the FAFSA in its entirety. If the student is missing information in one sitting, he may save what he has completed and return to it later. Make certain that the student submits his application.

Step Two: Complete other paperwork in the Financial Aid (FA) Office

Apart from the FAFSA, there may be other documents the student must complete. Have the student periodically inquire with the Financial Aid Office to see if all his paperwork is complete. Once the FAFSA has been processed by the Department of Education the FA Office may be required to collect additional information, such as a copy of the parent’s 1040 tax form.

**Example:** James Bond, Jr. plans to attend XYZ University. He has completed the FAFSA, listing XYZ as a school to receive the information. When he arrives at the college to register he is told by the Financial Aid Office that he has not been awarded financial aid. He is told that he did not complete and return the verification worksheet or submit a copy of the parent’s tax form as requested in a letter from the Financial Aid Office. As a result, James must call home to get a copy of the information, which will hinder the processing of his financial aid. He may have to stand in lines all over again.

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Step Three: Reviewing the Student’s Award Letter

Once the student has been awarded, make certain that he has enough money to attend college. If not, make sure he visits the FA Office for options on how to cover his expenses. Part of his financial aid may consist of loans. If the student chooses to apply for a loan, see that he completes all necessary paperwork to obtain the loan in a timely manner.

Example: Earl Jones started school in August. Part of his financial aid award consisted of a student loan. In October Earl’s loan still has not posted to his account. He visits the Financial Aid Office and realizes that he did not complete the loan promissory note or the entrance counseling session. Once he does this, the process begins to request and disburse his loan.

Step Four: Maintaining FA Eligibility

All students who receive financial aid are required to maintain a certain grade point average and pass a required number of classes. This is referred to as satisfactory academic progress (SAP). SAP is determined by the FA Office. Make certain that all students in the mentoring program obtain a copy of the SAP policy from the FA Office. If a student falls below the SAP requirement and loses eligibility to receive financial aid, he may appeal the decision. Direct him to the FA Office for information on the process. However, he must have a valid reason as to why he did not maintain satisfactory academic standing.

Example: Reginald attended college and was doing pretty well academically. However, midway through the semester he was in a car accident and was out of school due to injuries for a month. Unfortunately, he failed to officially withdraw and his grades suffered. As a result, he was placed on SAP suspension. Reginald decided to appeal the suspension. Because Reginald had documentation from the doctor verifying he had been injured, his appeal was approved, allowing him to receive financial aid for the upcoming semester. However, he would have to be careful not to fail any more classes.

Step Five: Repeat Steps Every Year

Please remind students to complete all paperwork before the semester begins.

NOTES
Financial Aid 101

What is Financial Aid?

- Financial aid is money consisting of: **grants, loans, work-study, and scholarships**,  
- Provided by various agencies: federal, state, local governments, universities, community organizations, private corporations and individuals,  
- To help students meet the cost of attending college.
Step 1: Paperwork

- Fill out the FAFSA
  - Make certain to use your 1040 Federal Tax forms
- Parent Tax forms (if dependent)
- Institutional Paperwork
- State Grant Forms
Financial Aid 101

Electronic Financial Aid Process

- Obtain a PIN number (student and parent) at www.pin.ed.gov
- Log onto FAFSA on the web at www.fafsa.gov to complete the Department of Education's official electronic application for federal student aid
- Click on “Fill out a FAFSA” or “Fill out a renewal FAFSA”
- Select the 2010-2011 school year on the web
- To complete the electronic FAFSA process, you will need:
  A. Correct S.S. #
  B. Name, DOB, PIN
  C. Create Password
  D. Accurate email address
  E. 2008 Income (Parent/student tax forms, stubs, statements, w2 forms etc.)

Financial Aid 101
Dependent vs. Independent cont.

Independent (Answer “yes” to at least one)

- Were you born before January 1, 1987
- You are or will be enrolled in a masters or doctoral degree program at the beginning of the school year
- You are married on the day you file your FAFSA
- You have a child who receives more than half their support from you and will continue to do so in the coming year
- You have dependents other than your children and spouse who live with you and who receive more than half their support from you at the time you apply
- Both your parents are deceased, or you were (until age 18) a ward or dependent of the court
- You are currently serving on active duty in the U.S. Armed Forces for purposes other than training
- You are a Veteran of the U.S. Armed Forces
- You were a foster child after the age of 13
- You are an emancipated child as determined by a court judge
- You are homeless or at risk of homelessness as determined by the director of a HUD approved homeless shelter, transitional program, or high school liaison

NOTES
FAFSA Questions

Drug Conviction Question:
Eligibility provision was modified so students convicted of drug-related offenses lose Title IV eligibility ONLY if the offense occurred during a period of enrollment in which the student was receiving Title IV aid.

Financial Aid 101
Stages of a FAFSA

Your FAFSA is processed by the Central Processing Center (CPS) of the Department of Education and matriculates through the following agencies before it is made available to the Office of Financial Aid:

1. Selective Service
2. Department of Homeland Security
3. Veterans Affairs
4. Social Security Administration
5. NSLDS (National Student Loan Database System)
Step 2: Turn in Additional Info

- Financial Aid Offices, may request:
  - Student taxes (if filed)
  - Parent Tax (if dependent)
  - Verification Worksheet-provided by the Financial Aid Office
  - Any social security benefits, assistance, child support
  - Any other documentation needed by the FA Administrator
Unusual Circumstances

EXAMPLE

You must turn in the appropriate documentation to support unusual circumstances

May include, but is not limited to the following:

- Death of a parent or both parents-Death Certificate or Obituary
- Loss of job (Student or Parent)  
  A. Letter from parent explaining circumstances
  B. Unemployment verification
- Reduced Income-Letter from employer
- If other circumstances exist, you may be required to provide letters from professional or credible individuals who are familiar with your family circumstances & a letter from you (the student)

STEP 3

KNOW YOUR AWARD and WHAT YOUR NEXT STEPS ARE!

NOTES
Types of Financial Aid

**EXAMPLES**

(Please Check with School For Available Funding Offered)

**Federal Aid**
- **Federal Pell Grant**
  - The Maximum award is $5,550 for 10/11
- **Federal SEOG Grant**
  - The Maximum award is $4000
- **Federal ACG Grant**
  - Freshmen - $750
  - Sophomore – $1300
  - Must be first year or second year Pell eligible student
- **Federal SMART Grant**
  - Max award $4000
  - Must be third/fourth year student and Pell eligible majoring in particular disciplines
- **Federal College Work Study**
  - The Maximum award varies per college

**Types of Scholarships**

- **Institutional** – money offered through the college or university
- **Outside** – Money from outside sources
Scholarship Resources

- Gates Millennium Scholarship
- College Board Scholarships
- Fastweb
- United Negro College Fund (UNCF)
- Google Search

STEP 4
MAINTAINING!

NOTES
Financial Aid 101
Satisfactory Academic Progress “SAP” Policy

Federal regulations require all schools participating in Title IV Federal Financial Aid programs to have a standard of Satisfactory Academic Progress. The standard must be applied to all applicants and recipients of financial aid as a determination of eligibility.

**EXAMPLE**

<table>
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<th>Year</th>
<th>Attempted Credit hrs</th>
<th>Minimum Credit hrs.</th>
<th>GPA</th>
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</tr>
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<td>120</td>
<td>96</td>
<td>2.00</td>
</tr>
<tr>
<td>5</td>
<td>150</td>
<td>120</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students should be aware that withdrawals, repeated courses, and incomplete grades may have a negative impact on the total hours completed. If a student does not meet the minimum requirements, they will be first placed on probation and if no improvement, possibly financial aid suspension. Students may appeal if it is confirmed that they are on financial aid suspension.
ACADEMIC ADVISING
Academic Advising

Academic advisors provide professional guidance services for students as they begin their journey at the College. Assistance is provided to help students with appropriate placement, course selection, and in understanding institutional policies and procedures. Advisors also work with students during times of transition, providing help when students re-enter college after time away or when they want to change their program of study. Specialized advising for students who wish to transfer to four year colleges or universities is also available. Academic Advisors assist students in developing individualized transfer plans, reviewing college, options, setting goals and other activities to facilitate the transfer process.

What is Academic Advising?
A systematic process intended to aid students in achieving educational, career and personal goals through the full range of institutional and community services.

Advising Involves Assessing Students needs
Regardless of their academic goals every students needs are different and unique to them

Advising Involves Developing a plan of action to assist the student in reaching short and long term goals

Assisting students with defining and identifying goals is at the heart of the academic advisor role

Advising and Academic Goals

At Central Piedmont Community College the Academic advisor is the primary contact for the student who intends to matriculate through a diploma or degree program. One of the key components of the advisor is to help the student remain focused on their academic goals. This is achieved by regular contact and a degree completion plan that gives the student a measurable means of assessing their progress. The system of manageable, measurable and meaningful academic goals gives the student a proven system

How is that process implemented within the Minority Male Program?

Advising students in the Minority Male Mentoring program at CPCC involves developing a more personal relationship between student and Advisor/Mentor. Regular contact (at least twice per month is recommended) allows the student to bond and indentify with the mentor. This usually leads to a personal connection with the institution and a more positive view of higher education as a whole. It is through these relationships that we intend to improve achievement gap in minority male matriculation at our institution.
Appendices
Minority Male Mentoring Program
Phases of Accomplishment

Phase I – NCCCS: The North Carolina Community College Minority Male Mentoring Program will focus on the goals listed below. The program will be positioned to graduate and seamlessly transition students from community college programs to 4-year college and university programs.

Goal 1: Completion of Developmental (pre-curriculum) and Curriculum Courses – The program is designed to identify and provide services that promote the completion of developmental courses. The program will offer intervention through the following strategies:

Objective 1: Coordinators will partner with testing services to obtain placement test scores.

Strategies:
1. Ensure students are placed in appropriate courses.
2. Identify tutors to assist students with coursework.
3. Provide My Math Lab or similar software that provides opportunity to practice math problems and intuitive step-by-step solutions.

Objective 2: Students will participate in time management and study skills workshops

Strategies:
1. Implement academic workshops within the first 3 weeks of each semester,
2. Enroll students in an ACA course that provides college adjustment strategies.
3. Provide out-of-class academic skill workshops on a weekly basis.
4. Ask ACA instructors to provide a time management/study skills workshop.
5. Establish early warning monitoring program for participants.
6. Provide students with a learning styles inventory and help them assess how they learn best.

Objective 3: Students will participate in tutoring to assist with course completion.

Strategies:
1. Seek three faculty/staff members skilled in the areas of reading, writing and math, to serve as tutors for the mentor program on an as-needed basis
2. Identify faculty members who are willing to serve as tutors for the program.
3. Partner with financial aid to make use of work study students to serve as tutors.
4. Require students who receive warning reports to attend 1/2 enrichments sessions weekly.
5. Require students with grades below “B” to attend tutorial sessions.
6. Identify students who are in academic jeopardy (an early alert system) and refer them to the academic resource lab.
7. Identify program participants who have successfully completed courses to use them as leaders for peer tutoring sessions in those courses.
8. Partner with Phi Theta Kappa members and college ambassadors to assist in a peer tutoring program.

**Objective 4:** Students will participate in guided study sessions.

**Strategies:**
1. Identify tutors to facilitate academic enrichment and tutoring.
2. Establish study groups based on same courses and similar deficiencies.
3. Identify a study location.
4. Conduct group building activities to ensure community building.
5. Try to link students enrolled in the same class—identify gatekeeper courses and work directly with the instructors.

**Objective 5:** Students will engage instructors regarding course requirement satisfaction

**Strategies:**
1. Develop a checklist for students to follow to ensure relevant information is addressed.
2. Require students to meet with each instructor and complete an informal interview - a prepared form to collect the information is needed.
3. Students should ask to meet with the instructor after receiving grades below “B” to discuss performance.
4. Students should meet with instructors before the midterm and final test to discuss performance and determine grade.

**Goal 2: Persistence from semester to semester**

**Objective 1:** Program coordinators will partner with the Office of Academic Affairs, the Registrars, and Financial Aid to development an early alert system.

**Strategies:**
1. Adapt a simplified electronic process for instructors.
2. Get support from the VP of academic affairs.
3. Require students to bring midterm grades to the MMM office.
4. Ensure students on how to check grades on WebAdvisor.
5. All students should meet with a counselor bi-monthly.
6. Establish study sessions that support academic performance.

**Objective 2:** Students will meet with academic advisors to plan course of study.

**Strategies:**
1. Identify program mentors who are advisors, and scheduling advising appointments with student mentees.
2. Use the CFNC or other career inventories to increase student knowledge of careers.
3. Assist students with developing a graduation plan that provides a schematic of course requirements.
4. Encourage students to volunteer with organizations associated with career interest.

**Objective 3:** Students will enroll in ACA Courses (Freshman Orientation)

**Strategies:**
1. Establish course for cohort of participants.
2. Make enrollment a requirement.
3. Ensure discussion of minority male statistics.
4. Attempt to enroll men as one component of a leaning community.
5. Require preparation of pre-advising schedule for class discussions and instructor/advisor review.
6. Include financial aid training/dept management.
7. Include career exploration/validation.

**Objective 4:** Students will submit a course schedule at the beginning of each semester

**Strategies:**
1. For mentoring sessions, group students according to course schedule/availability. This is a great avenue to take in order to obtain schedules.
2. Ask students to present schedules after each registration period.
3. Students should prepare trial schedules during their ACA course as a component of the class.
**Objective 5:** Students will complete Financial Aid information by the required deadlines.

**Strategies:**
1. Contact the Financial Aid Office to determine deadlines and establish workshop dates.
2. Contact the Financial Aid and request financial aid workshops.
3. Include financial aid planning and debt management.
4. As part of spring ACA require the completion of financial aid form.

**Objective 6:** Coordinators will review course schedules to ensure students are taking classes in their course of study.

**Strategies:**
1. Partner with the college registrar to grant priority registration to current, active mentees, from semester to semester.
2. Partner with Academic Advising to schedule special review sessions.

**Goal 3: Graduation from Curriculum Program** – The program will assist students to complete a certificate, diploma, or associate degree.

**Objective 1:** Students will identify programs of study.

**Strategies:**
1. Have students to meet with academic advisor for help with choosing a major.
2. Contact local businesses for tours or job shadowing opportunities to help students decide on a program of study.
3. Contact organizations for internship opportunities.

**Objective 2:** Students will work with advisors develop educational plans.

**Strategies:**
1. Ask advisors to provide a degree requirement check-off sheet so that students may monitor their progress towards degree completion.
2. Coordinators may help students create obtainable academic and personal goals with realistic timelines.

**Objective 3:** Students will participate in regular program monitoring.

**Strategies:**
1. Keep a log of attendance/participation in program activities and functions.
2. Meet with students individually to discuss academic and personal progress.
Objective 4: Coordinators will share information on registration and graduation deadlines

Strategies:
1. Provide academic planners or a copy of the academic calendar at the beginning of each semester.

Objective 5: Students will participate in a career assessment and advising session.

Strategies:
1. Have a career counselor on board as a program mentor, specifically designated for career counseling/advising purposes (making student referrals as necessary).
2. Conduct mock interviews and resume building workshops.

Objective 6: Students will meet with Student Accounts to ensure all balances have been paid

Strategies:
1. Create a workshop to address information on Support Services and their role.
2. Encourage students to check periodically with the business office to ensure that the student does not have an outstanding bill.

Goal 4: Transfer to a Four-Year Institution

Objective 1: Coordinators will identify students who want to transfer

Strategies:
1. Develop milestones of achievement for students as they persist.
2. Create a goals assessment workshop for students to work towards.
3. Coordinate four-year college information sessions and visits.
4. Students will utilize CFNC Student Online Transfer Student Navigator.

Objective 2: Students will research universities and enrollment processes

Strategies:
1. Schedule a university panel for program participants, using faculty/staff who graduated from four-year universities of interest to student mentees; bring in current students in a panel-format, who attend four-year institutions of interest to mentees.
2. Identify schools of interest by participants and review requirements.
3. Collaborate with Student Affairs to coordinate college visits.
Objective 3: Students will visit universities of interest.

Strategies:
1. Scheduling consistent college tours every semester, and encouraging all college transfer mentees to participate, regardless of their current student status (i.e. first semester, third semester, etc.); the goal is early exposure.
2. Develop criteria/expectations for students in order to participate in visits.

Objective 4: Students will enroll in a UNC institution.

Strategies:
1. Collaborate with four-year college and university admissions officers to visit and encourage transfer.
2. Provide workshops regarding the transfer process and requirements.
3. Identify student early-on who want to transfer.

Phase II: Assessment and Evaluation – To measure the success of the program, colleges will be required to provide information on each student participant. This information will be used to measure their progress. To acquire an accurate assessment the data collected will be measured against other populations on the campus. This information will be used to determine the effectiveness of the program and/or identify program challenges.

2. Establish a graduation and retention baseline to measure minority males in the program. Identify what population you are measuring your program against. For example:
   - All NCCCS students;
   - All UNC students;
   - All NCCCS minority male students;
   - All UNC minority male students;
   - Nationally published collegiate graduation and retention rates

3. Determine the targeted outcomes for the program.
   - Quantitative
     - Performance Benchmarks (Quantitative) - Measure the indicators of the Program, such as retention, transfer, graduation, job placement, developmental courses taken and completed, and progression through academic programs.
     - Diagnostic Benchmarks (Quantitative) - Processes that influence the outcomes of the Program, such as student attitude and behavior towards the institution, campus environment
(How has the campus’ perception about the student changed), and campus support.

- **Process Benchmarks** (Quantitative) - Strategies and processes that maximize Program outcomes. This includes a review of retention, graduation rate, and attainment of certificate, associate degree, or transfer to four-year institutions.

- **Qualitative**
  - **Self-Image/Critical Reflection** (Qualitative) – Determinants that relates to how the student perceives himself and his progress in the program, society, academia, and the professional world.
  - **Societal Perception** (Qualitative) – How the students’ environment views and reacts to the individual before, during and after participation in the Program.

3. Determine the best practices used for the completion of developmental and curriculum courses, retention strategies, and graduation rates.
Sample Mentor Job Description:

Mentor Job Description
Updated September 1, 2009

The Minority Male Mentoring Program of XYZ Community College helps to empower men in our community to make positive life choices that enable them to maximize their potential by staying in school and completing their desired credential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a mentee for a period of at least one semester. By becoming part of the social network of adults and community members who care about the success of minority males, the mentor can help mentees develop and reach positive academic, career, and personal goals.

Mentor Role
- Take the lead in supporting a student through an ongoing, one-to-one relationship
- Serve as a positive role model and friend
- Build the relationship by planning and participating in activities together
- Support and endorse academic achievement
- Create a spirit of mutual learning, trust, and respect
- Promote the self-esteem and self-motivation and confidence of your mentee
- Work with mentee to develop and establish realistic goals for working together
- Foster strategies to address obstacles that minority males have faced and are facing
- Provide and promote support networks for the mentee both in the college and in the community
- Share information on your own successes and failures, if appropriate
- Maintain personal and professional boundaries, but don’t be distant or unapproachable

Time Commitment
- Make a one semester commitment
- Spend a minimum of four hours of face to face time with a mentee
- Communicate with the mentee weekly; make additional contact if needed
- Promptly return phone calls and emails and keep scheduled appointments with mentees
- Attend an initial two-hour training session and additional two-hour training sessions twice during each year of participation in the program
- Attend optional mentor/mentee group events, mentor support groups, and program recognition events

Participation Requirements
- Be at least 21 years old
- Be interested in working with minority males
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor training sessions as prescribed
- Be willing to communicate regularly with program staff, submit activity information, and take constructive feedback regarding mentoring activities
- Contact the program director if there are any problems with the mentee for changes in the mentee’s status (i.e. change of major, withdrawal from college, new job, etc.)

**Desirable Qualities**
- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual diversity
- Detailed Oriented

**Benefits**
- Personal fulfillment through contribution to the community and individuals
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Participation in a mentor support group
- Personal ongoing support, supervision to help the match succeed
- Mentee/mentor group activities and participant recognition events

**Application and Screening Process**
- Written application
- Personal interview
- Attend two-hour mentor training

For more information, contact the Minority Male Mentoring Program at (your number here) or (your email here)
Program Goals

These are short-term objectives for the Mentee to accomplish by the end of the six month program towards his academic goals. The Mentor and/or the program director will periodically review these goals to ensure their progress and completion.

Please submit a copy of these program goals to the program director no later than one month after the first meeting with the Mentee.

Mentor:______________________________________ Date:___________________
Mentee:______________________________________ Date:___________________

*These goals should include academic and personal goals*

Goal 1: ________________________________________________________________
Objective: _____________________________________________________________

Goal 2: ________________________________________________________________
Objective: _____________________________________________________________

Goal 3: ________________________________________________________________
Objective: _____________________________________________________________

Goal 4: ________________________________________________________________
Objective: _____________________________________________________________

Goal 5: ________________________________________________________________
Objective: _____________________________________________________________

Goal 6: ________________________________________________________________
Objective: _____________________________________________________________

Mentor Signature:______________________________________ Date:____________
Mentee Signature:______________________________________ Date:____________
Sample Mentee Program Goals

The following is a sample list where goals are organized by category. Please use this sample list as a guide when developing your own goal list.

Educational Goal:

I will successfully complete each academic subject with a grade not below “B” and complete all courses originally enrolled in at the beginning of the semester.

Target date for completion: ________________________________
How? ________________________________
_________________________________________________________________

Leadership Goal:

I will be responsible for keeping all scheduled appointments with my mentor and be prepared for all meetings.

Target date for completion: ________________________________

Career Goal:

I will visit the college’s career center and discuss my career goals with a career counselor. I will keep my mentor informed of new insights or new ideas as a result of newly acquired career information.

Target date for completion: ________________________________

Learning Outcome Goal:

I will share with my mentor new knowledge, skills, positive reinforcement, and other insights as a result of advice received from mentor/mentee discussions.

Target date for completion: ________________________________
Mentor/Mentee Session Form

Date:________________________  Time Start/Stop: ________ - ________
Mentee:____________________  Mentor:__________________________________

My academic goal for the Mentoring Program is:__________________________

<table>
<thead>
<tr>
<th>Short-Term Objectives</th>
<th>Progress/Date Completed</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

I commit to make every reasonable effort to achieve these goals, and to communicate challenges and successes with my mentor.

Mentee signature:__________________________________  Date:_____________  
I commit to counsel and support you to the best of my ability in achieving these goals.

Mentor signature:___________________________________  Date:_____________
12 Strategies for Effective Mentoring

1. Encourage the Mentee to approach life and goals with enthusiasm and to be accepting of self and others
2. Encourage Mentee to examine beliefs and ideals in an effort to establish personal values and goals
3. Encourage Mentee to keep an open mind to ideas
4. The interactions between Mentor and Mentee should be situations of sharing, caring, and empathizing
5. Encourage the Mentee to use a creative problem solving process
6. Encourage the Mentee to be an attentive listener and an assertive questioner
7. Encourage the Mentee to become an independent thinker
8. Encourage the Mentee to recognize individual strengths and uniqueness and to build on them
9. Assist the Mentee in developing self-confidence
10. Stress that an individual be aware of the environment, be intuitive, be problem sensitive, and be ready to make the most of opportunities
11. Encourage the Mentee to be a risk-taker and an active participant, not a spectator
12. Share with Mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives

*Adopted from “Mentoring: A renaissance of apprenticeship. The Journal of Creative Behavior*
Marva Collins Creed
(to be used as a training tool for mentees) (Kinnon, 1996)

1. Society will draw a circle that shuts me out, but my superior thoughts will draw me in.

2. I was born to win if I do not spend too much time trying to fail.

3. I can become a citizen of the world if I do not spend too many energies attempting to become local.

4. I will ignore the tags and names given me by society since only I know what I have the ability to become.

5. I will continue to let society predict, but only I can determine what I will, can, or cannot do.

6. Failure is just as easy to combat as success is to obtain.

7. Education is painful and not gained by playing games, but I have seen failure too destroy millions with promised hopes and broken dreams.

8. While I have the opportunity, I shall not sit on the sideline bitter with despair and wish later that I had become a literate lifter of this world instead of a failing leaner.

9. I will use each day to the fullest. I promise that each day shall be gained, not lost, used, not thrown away. Yet it is my privilege to destroy myself if that is what I choose to do.

10. I have the right to fail, but I do not have the right to take my teacher and other people with me.

11. God made me the captain of only one life; my own. Therefore, if I decide to become a failure, it is my right.

12. We were all promised the pursuit of happiness, and that is what I must do, pursue happiness and success for myself.
13. No one will give it to me on a proverbial platter, and on one will care as much about me as I must care about myself.

14. I must be willing to accept the consequences for that failure and I must never think that those who have chosen to work while I played, rested, and slept, will share their bounties with me.

15. I will wave proudly my flag signifying that I am a failure by choice but I will never envy those who have selected to wave their unfurled banners announcing their success.

16. My success and my education can be a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no envy or names can hurt me.

17. Education and success can be a lifetime solace. It guides goodness, it gives at once grace and genius to governments, communities, cities, townships, villages homes and palaces.

18. Without education, what is man? A splendid slave, a savage, a beast, wandering from here to there believing whatever he is told.

19. God is not some cosmic bellboy who comes at our beckon and call. If I want to achieve, the first step must be of my own undertaking.

20. If I want to fail, that too is my choice. Time and chance comes to us all. Whether I decide to take that time and chance is indeed my own choice.

21. I can either be hesitant or courageous. Life does indeed maroon the hesitant and inspire the brave.

22. I can swiftly stand up and shout, "This is my time and place. I will accept the challenge, or I will let others make my decisions for me."
Sample

Mentee Referral Form

Student Name:_________________________________________ Date:___________

Student ID Number____________ Has student been made aware of referral?_______

Course title and section: (faculty members only) ________________________________

Major:_________________ Length of time you have known student:__________

Student’s email address:________________________ phone number:____________

Name and title of faculty/staff making referral:____________________________________

Faculty/Staff phone number:____________ Office location:______________________

Reason(s) for referral (check all that apply):

_____ Attendance  _____ Conduct  _____ Class participation

_____ Financial difficulty  _____ Special Needs  _____ Family issues

_____ Peer relationships  _____ Social skills  _____ Attitude

_____ Academic issues  _____ Self-esteem  _____ Study habits

_____ Great student  _____ Other (specify):_____________________________________

Why do you feel this student might benefit from a mentor?

What particular interests, either in school or out, do you know of that this student has?
What strategies/learning models might be effective for a mentor working with this student?

With what specific academic subjects, if any, does the student need assistance?

Are you interested in serving as a mentor for this student or another student in this program?

_____Yes  _____No  ______ Maybe. I need more information

Signature:____________________________________
Sample Letter to Send to Minority Males at the Beginning of Each Semester

August 25, 2009

«GreetingLine»

We are pleased that you have joined us as a student at XYZ Community College this academic year. In order to make this semester of learning and growing with us a successful experience, we have designed a special program for you.

XYZ Community College is offering a Mentoring Program for Minority Male students. In this developmental capacity, each student will be paired with a faculty or staff member. The program is designed for flexibility to meet your needs, schedule and interests. The objectives of this program are to help Minority Male Students:

- Develop and enhance a sense of identity
- Become effectively integrated into the college, faculty and campus as a whole
- Articulate a sense of purpose about being in college and pursuing goals relative to their program of study
- Acquire the necessary skills to become leaders and life long learners
- Become familiar with campus resources

We are excited about this program and believe that it will be beneficial to you. If you are interested in participating or learning more about this program please call me at 113-456-7891 no later than Friday, September 12.

Whatever your endeavors are as you plunge into this new academic year, we encourage you to make time for the large and small pleasures that make life rich and balanced; honoring the importance of family, friends, good health, education and service to others. We hope you make time for all.

We look forward to the opportunity to work with you and you have our warmest wishes for a productive and rewarding academic year.

Sincerely,

Ms. Or Mr. Wonderful
The Greatest Mentor Director
**XYZ Community College**  
**Minority Male Mentoring Program Student Questionnaire**

**Please Print in Ink**  
Today’s Date:________________________

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Ethnicity_______________ How long have you been enrolled at XYZ? ________________

Languages Spoken_____________

Email Address_________________________ Date of Birth__________________________

Cell Phone_________________________ In case of an emergency contact: Name__________________________________

Relationship?_________________________ Phone number:__________________________

**Please answer the following questions fully and honestly. There are no right or wrong answers. The purpose of gathering this information is to have a basis for matching you with a mentor.**

List the classes you are taking this semester:____________________________________

In which classes are you performing well?____________________________________

In which classes do you feel you need help?____________________________________

Do you get assistance with your homework? If yes, by whom?________________________

Cumulative GPA?________________________ GPA last semester?________________________

Please give the name of a teacher whose class you have attended and who knows you well____________________________________

In what extracurricular activities do you participate?____________________________________

Have you thought about your education beyond community college? Yes or No. If yes, please explain:____________________________________

Do you currently work outside of school? Yes or No. If yes, please give employer’s name, address and phone number:____________________________________

Hours of employment:____________________________________

In which activities do you participate during your free time (music, reading, sports, art)?____________________________________

What do other people tell you that you are good at?____________________________________

What do you think you are good at?____________________________________
What do you like most about yourself?

Who do you look up to or admire?

Please circle either yes or no to the following questions. Please answer the way you feel inside.

I am smart  yes  no
It is hard for me to make friends  yes  no
I get worried when we have tests in school  yes  no
I am disciplined  yes  no
I am slow in finishing my work  yes  no
I wish I were different  yes  no
I can be trusted  yes  no
I lose my temper easily  yes  no
I am a lot  yes  no
I am attractive  yes  no
I am good in my school work  yes  no
I often get into trouble  yes  no
I am easy to get along with  yes  no
I am often late to school  yes  no
I like being alone  yes  no

As a willing participant in the Mentor Program, I commit to working with my mentor through the duration of the program, attending all scheduled meetings with my mentor, and communicating weekly with my mentor. Emergencies happen to all of us. Should I be unable to keep a meeting with my mentor, I shall call in advance to reschedule. I agree to develop personal goals with my mentor and to be open to coaching and feedback from my mentor. In the event that I wish to discontinue my match for any reason, I will first notify the ??? (Mentoring Coordinator/Program Director, etc), and discuss this before discontinuing.

Student’s Signature                              Date
Student Interview Questions for Minority Male Mentoring Program
(this form is to be completed by the mentor interviewing the mentee)

Date: ___________________________  Student: ________________________________

Mentor: ___________________________

Briefly tell me a little about your history, focusing on significant events that have shaped your character/personality.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Tell me about your dreams for your future.
__________________________________________________________________________________________

What do you do well in school?
__________________________________________________________________________________________

Describe your relationship with your parents.
__________________________________________________________________________________________

Who is the person in your life to whom you are the closest?
What would this person say about your personality?
__________________________________________________________________________________________

What motivates you?
__________________________________________________________________________________________

When I say the word mentor, what comes to mind?
__________________________________________________________________________________________

Do you have any mentors in your life?
Why do you want a mentor?(academic help, career exploration assistance, friendship, etc.)
__________________________________________________________________________________________

How willing are you to get to know your mentor and sharing your personal values with him/her?
__________________________________________________________________________________________

How will you seek support for your mentor if you need it?
__________________________________________________________________________________________

Can you commit to building a relationship with your mentor for at least one semester before terminating it?
What area of your life would you like to improve?
__________________________________________________________________________________________
__________________________________________________________________________________________

What do you like to do in your spare time?
__________________________________________________________________________________________

Do you have any transportation problems that might prevent you from meeting with your mentor?
__________________________________________________________________________________________

On a scale of 1-5 (highest is 5), how much do you want a mentor?
__________________________________________________________________________________________
Mentoring Program Evaluation/Feedback To be Used by Mentors and Mentees

1. How would you describe your mentoring relationship?
   
   _______positive _________somewhat positive _________negative

   Please briefly explain your response:

2. If you had a positive relationship with your Mentee/Mentor, list three reason why the relationship worked.

3. What benefits you received from the mentoring relationship?

4. What are some do’s and don’t you experienced in establishing the mentoring relationship with your Mentee/Mentor during this project?

5. What recommendations do you suggest that would enable you to become an even better Mentee/Mentor?
Sample Mentor Interest Survey
(to be completed by mentor to help make match with mentee)

Name: ____________________________________________  Date: __________

Please complete all the following. This survey will help The XYZ Minority Male Mentoring Program know more about you and your interests and help us find a good match for you.

What are the most convenient times for you to meet with your mentee? Please check all that apply.

Weekdays:  _____ Lunchtime  _____ After class  _____ Evenings
_____ Weekends  _____ Other (please specify)

Please indicate age group(s) you are interested in working with:

Age:  ___ 18-25  ___ 25-35  ___ 35 and Older  Ethnicity: __________________________

Do you speak any languages other than English? If so, which languages?

Would you be willing to work with a student who has disabilities? If so, please specify disabilities you are willing to work with.

__________________________________________________

What are some favorite things you like to do with other people?

What are your favorite subjects to read about?

What is your job and how did you choose this field?

What is one goal you have set for the future?

If you could learn something new, what would it be?

What person do you most admire and why?

Describe your ideal Saturday.

Please check all activities you are interested in:

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<tr>
<th>Biking</th>
<th>Camping</th>
<th>Science</th>
<th>Cooking</th>
<th>Library</th>
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<td>Music</td>
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<td>Swimming</td>
<td>Gardening</td>
<td>Parks</td>
<td>Movies</td>
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<td>Fishing</td>
<td>Animals/Pets</td>
<td>Painting/Photos</td>
<td>Board Games</td>
<td>Shopping</td>
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</tbody>
</table>

List any other areas of strong interest:
Sample Mentee Interest Survey
(To Be Completed by Mentee to help make match)

Please complete all the following. This survey will help The XYZ Minority Male Mentoring Program know more about you and your interests and help us find a good match for you.

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

Weekdays: _____ Lunchtime _____ After class _____ Evenings
_____ Weekends _____ Other (please specify)

Do you speak any languages other than English? If so, which languages?

What are some favorite things you like to do with other people?

What are your favorite subjects in school?

If you could learn about a job/career, what would it be?

What are your favorite subjects to read about?

What is one goal you have set for the future?

If you could learn something new, what would it be?

What person do you most admire and why?

Describe your ideal Saturday:

Please check all activities you are interested in:

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<td>Shopping</td>
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</table>

List any other areas of special interest:
Sample Peer to Peer Mentoring Application

Thank you for your interest in the Peer to Peer Mentoring. Please answer each question thoughtfully and completely and return this application to ??? no later than Friday, ?????. Training for the peer to peer mentoring will be held in ?????. YOU MUST COMPLETE THE ENTIRE TRAINING IN ORDER TO SERVE AS A MENTOR. If you have any questions about this program, please call ??? at 123-456-7890 or email her at iwanttobeawonderfulmentor@aol.com

Qualified applicants should be students of the college, not primarily employees.

Name: ___________________________ Student ID #: _______________________

Address: _________________________ City: ___________________ Zip: ___________

Telephone: (Home): _______________ (Cell): _______________________

Email: _____________________________

What curriculum program are you currently enrolled? ________________________

Courses enrolled this semester______________________________________________

______________________________________________

Please list any previous community or campus involvement, and the number of years you participated______________________________________________________________

______________________________________________

If selected as a mentor, please describe any special skills that you bring to the position (including any experience you have had as a mentor in other programs):

______________________________________________

______________________________________________

______________________________________________

Have you taken ACA 111 or ACA 122? [ ] Yes [ ] No
If yes, what did you learn about yourself that you have implemented into your academic life:

______________________________________________

______________________________________________

______________________________________________

Are you currently employed? [ ] Yes [ ] No
If yes, how many hours do you work per week? ____________________________
How many of those hours do you work during the day? __________________________

Please list days and times you are available to mentor/tutor:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are you an international student?* [ ] Yes [ ] No

If yes, please list your current visa status: ______________________________

*If you are an international student and have any questions about your status or employment, please contact ??????

Please write a two to three paragraph essay describing three important strategies you would use to mentor a student new to XYZ Community College. You may use the space below, the back of this sheet, or type and attach your response to this application.

We appreciate your interest in the peer to peer mentoring program. Please return this application along with the attached Faculty Recommendation Form to ??? no later than ???????. You will be notified by ???? as to the status of your application
Faculty Recommendation Form
Minority Male Peer to Peer Mentoring

Name of Faculty Member (please print) _______________________________________

I recommend that __________________________________________________________

be favorably considered as a Mentor for Minority Male Peer to Peer Program.

This student was enrolled in my ____________________________ class
taught during the ______________________ semester, 2_____.

The peer to peer mentoring program matches students who have achieved academic success with students who are just beginning their studies at XYZ Community College. Please help us choose our mentors by writing a brief paragraph on how you feel this student will best help other students as a mentor.

_____________________________________
Faculty Member’s Signature

_________ Date

Please return this form to ???? no later than ???? . Questions? Call ??? at 123-456-7890, or email her at wonderfulmentor@aol.com. We appreciate your assistance to us in identifying suitable peer mentors.
August 3, 2009

Mr. Monty Hickman
1234 Right Street Blvd
Anywhere, NC 23456

Dear Mr. Hickman,

Congratulations!

On behalf of The XYZ Minority Male Mentoring Program, we are happy to inform you of your acceptance as a mentor. Without the enthusiasm of volunteers like you, we would not be able to accomplish our mission.

We thank you for taking the time and effort to join our program and we look forward to continuing to support you and assist you as a mentor. At this time, we are working on finding you a suitable match and will contact you when we have found you a mentee.

Sincerely,

Ms./Mr. Wonderful
Program Coordinator
XYZ Minority Mentoring Program
Sample Mentor Rejection Letter

August 3, 2009

Mr. Monty Hickman
1234 Right Street Blvd.
Anywhere, NC  23456

Dear Mr. Hickman,

On behalf of the New Insight Mentoring Program, I wanted to express my sincere thanks for your interest in our program. I understand that you have given a considerable amount of time to this process and we greatly appreciate your effort. Unfortunately, we are unable to accept your application to be a mentor for our program.

Thank you again for your time and interest in our program.

Sincerely,

Ms./Mr. Wonderful
Program Coordinator
XYZ Minority Male Mentoring Program
Mentor Report Log  
(to be completed weekly or monthly by mentor)

Name: ___________________________________________ Date:________________________

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<tr>
<th>Contact Date</th>
<th>Meeting Dates</th>
<th>Activities</th>
<th>Comments and/or Areas of Concern</th>
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Sample Mentee Report Log  
(to be completed weekly or monthly by mentee)

Name: ________________________________  Date:________________________

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Checklist of Program Progress

As your program starts to build a solid foundation based on the information in this guide, you may find this checklist helpful in gauging your progress. Each heading mirrors the key program components described in the guide, with items listed that help you measure how well your program has implemented them. While not all the items will exactly reflect your program’s unique structure, design, and focus, all of them are important steps to building a quality mentoring program that is effective and efficient.

If your program is already well established, you can use the checklist to assess your current strengths and challenges. Every program has opportunities for improvement, and this checklist offers a comprehensive tool for you and your advisory committee to regularly review your program and find out where additional work is needed.

I. Starting your new program

Assessing the need for mentoring in your community
____ Our program has conducted a community needs assessment.
____ Our community assessment identifies minority male needs and issues, who provides services, and what the service gaps are in the continuum of minority male services.
____ The results of the needs assessment are incorporated into our program planning/design.

Developing an advisory committee and enlisting board support
____ Our program has an advisory committee/steering committee that includes a variety of community stakeholders, college staff, and other interested individuals.
____ Our advisory committee understands their role in helping develop our mentoring program.
____ Our advisory committee supports our goals and is involved in our planning.
____ Our advisory committee receives regular updates on our progress in planning and implementing our program.

Strong knowledge of mentoring and youth development research
____ Our staff and advisory committee members have a solid understanding of minority male mentoring research and best practices.
____ We have used mentoring research and other supporting literature in the design and implementation of our program.

Developing a mission statement, and vision that is a road map for implementing our program
____ Our program has developed a clear, appropriate mission that has been agreed upon by our advisory committee and communicated to all stakeholders.
____ Our program uses our mission statement to guide the development of goals, objectives, activities, and program practices.
____ Our program design meets the requirements of our funding source(s).
We have developed a realistic implementation timeline that reflects the scope of work planned and covers all major phases of program start-up.

**Effective collaboration with partner organizations**

- Our program has developed formal partnerships with organizations that will help us implement our mentoring program goals.
- We have identified a designated contact person at each partner organization and regularly communicate with this person.
- Our program has a process for handling situations in which a mentor is not fulfilling his/her agreed-upon obligations.
- Our program regularly updates partners as to the progress of the program and the fulfillment of roles and responsibilities.

II. Designing quality mentoring services

**Volunteer recruitment**

- Our program has developed a written recruitment plan, which includes:
  - Goals for recruitment;
  - Potential sources of targeted volunteers;
  - A timeline of scheduled activities;
  - Designation of program staff responsible for recruitment activities;
  - Budget for recruitment efforts.
- We have a written mentor “job description” that is used in our recruitment efforts.
- Our program incorporates a variety of recruitment strategies to find quality mentors.
- Our program draws on the talents and resources of our staff, advisory committee, volunteers, and community partners to recruit mentors.
- Our recruitment plan is regularly reviewed and revised.

**Initial orientation for prospective mentors and mentees**

- Our program provides an initial orientation for prospective mentors and mentees
- Our initial orientation includes:
  - The program’s history, mission, and positive outcomes for minority males;
  - The qualifications, responsibilities, and obligations of participating in the program;
  - We track who participates in orientations and have a written procedure for timely follow-up with participants.

**Appropriate mentor screening procedures**

- Our program has written policies and procedures for eligibility and screening.
- Our mentor job description clearly outlines the mentor’s responsibilities and minimum requirements and is used as part of our initial screening.
Established matching procedure
_____ Our program has a written matching procedure that is followed by all staff members who are making matches.
_____ Our program prepares mentors and mentees for meeting each other.
_____ The initial meeting between matches is structured, with clear goals and objectives.

Established procedure for monitoring matches
_____ Our program has a written procedure for monitoring matches.
_____ Our procedure includes a regular timeline for when check-ins will be made with mentors, and mentees.
_____ Our program uses a standard list of questions to ask during check-ins to ensure that basic information is collected.
_____ We have identified staff members who are responsible for monitoring matches and have provided them with any training they need.
_____ Program staff members are aware of other community resources and support systems that can help with problems outside the scope of our program.
_____ Our program has a procedure in place for dealing with grievances, communication issues, and other problems that are revealed throughout the monitoring process.

Support, ongoing training, and recognition for volunteers
_____ Our program offers frequent ongoing training opportunities for our mentors.
_____ Our program uses feedback from mentors and mentees to determine the content and scope of ongoing training activities.
_____ Participants in training sessions fill out evaluations that are used to improve the program’s training efforts.
_____ Our program provides mentors with resources, staff involvement, and other types of personalized support on a case-by-case basis.
_____ Our program regularly recognizes and thanks mentors in a variety of meaningful ways.

Established match closure procedure
_____ Our program has a written procedures for deciding when and how to terminate a match before its predetermined end date.
_____ Our procedures provide support and assistance to the mentee and mentor regardless of how the match ends.

Design and implementation of local program evaluation
_____ Our program has established a plan for evaluating our processes and outcomes.
_____ We have identified the specific data to collect that will show progress toward our desired outcomes.
_____ Our evaluation plan incorporates or supplements the evaluation requirements of our funding source(s).
_____ We have established a timeline for conducting the evaluation.
_____ Our evaluation is being implemented and we are collecting and analyzing evaluation data.
III. Sustaining Your Program Through Organizational Capacity

Written policy and procedure manual

_____ Our program has developed a written policy and procedure manual.
_____ Our policy and procedure manual covers all aspects of program operation and provides guidance to staff on how to handle particular situations.
_____ All program policies are approved by our board of directors and/or advisory council.
_____ Our program provides an orientation for new staff on contents of the policy and procedure manual.
_____ Copies of our policy and procedure manual are easily accessible for all program staff.
_____ Our program has a process in place to regularly review and revise the policy and procedure manual.

Implement a resource development plan

_____ Our program has formed a resource development committee that include members of our board, volunteers, advisory council members, and program staff who have skills and experience needed to carry out its work.
_____ Our resource development committee has conducted an assessment of our program’s internal assets and resources.
_____ Our committee has assessed current and potential external resources that can help us reach our funding goals.
_____ A written resource development plan has been developed based on our assessment of internal and external assets and resources.
_____ Our plan has clear goals, objectives, strategies, and timelines that are reasonable and appropriate for our program.
_____ In the development of our plan, the committee considered several different scenarios that could change our course of action.
_____ Our plan assigns clear roles and responsibilities related to our resource development.
_____ Our plan has been approved by our board of directors or other governing body and has their support and involvement in implementing its goals and objectives.
_____ Our plan includes has a system to track progress and to revise it as needed.

Qualified and trained staff

_____ Our program has developed job descriptions for all positions, which include minimum qualifications for knowledge, skills, and experience.
_____ Our program requires program coordinators to have prior experience or knowledge of minority male mentoring, volunteer management, or other relevant areas.
_____ Staff/volunteer recruitment methods are designed to give our program a wide, diverse selection of candidates.
_____ Our program prepares new staff/volunteers members by providing in-depth orientation and training.
Ongoing staff/volunteer development opportunities are provided to staff, including networking and peer support, formal training workshops, regular check-ins with supervisor, and access to in-house and online resources.

**Access to training and technical assistance services**

- Our program has identified areas of need, as well as the providers that can address those needs.
- Our program has developed an in-house resource collection of mentoring research, how-to guides, and other relevant resources.
- Our program encourages staff/volunteer to network with other mentoring professionals and receive necessary training as part of ongoing staff development.

**Community awareness of the program**

- Our program has a written plan that provides a clear set of goals, objectives, and activities to foster positive community awareness of our program.
- We have developed and use a variety of methods to assess the community’s awareness and perceptions of our program.
- Our program has identified the strengths and selling points of our program.
- Our program has created a brand identity to increase our visibility in the community.
- We have developed a marketing plan that increases community awareness through: print/radio/television/web media, newsletters to partners and key community members, flyers and brochures, appearances and presentations at local events, testimonies from current mentors and networking through key community contacts.

**Use of evaluation data for program enhancement**

- Our program uses evaluation results to improve our internal systems.
- Our program uses evaluation results to improve and enhance outcomes for mentees.
- Our advisory committee and community stakeholders receive information on our evaluation results.
- Evaluation results are used in marketing the program to prospective mentors/mentees and community partners.
- Evaluation results are used to increase the funding and sustainability of the program.

**Collaboration and networking with other local minority male serving organizations**

- We know about the services that are available to minority males and families in our community.
- Our program has established informal partnerships with other minority male service providers in the community.
- Our program is part of, or has taken a leadership role in developing, a community coalition.
- We regularly refer minority males to other services at the college and in the community for assistance with needs that are outside the scope of our program.
We have invited representatives from other minority service agencies to be on our advisory committee and/or board of directors.
SAMPLE

Timeline for New Mentoring Programs

If your program is just starting out, this chart provides you with a rough timeline of when your program should begin implementing many of the best practices and program components outlined in this guide. Because of the wide variety of designs and structures in mentoring programs, you may have many of these pieces in place already, may prioritize some of them differently, or find that some of these components do not apply to the way your program is structured. This chart is meant to be a generic outline of what the first year, and beyond, might look like for your program.

0–3 MONTHS: INITIAL PLANNING

- Review minority male mentoring research and literature.
- Form an advisory council or steering committee to guide program development activities.
- Conduct community needs assessment.
- Develop a mission statement, vision, and logic model for your program.
- Begin designing the program’s structure and operational procedures.
- Determine basic infrastructure, staffing, and initial funding needs and how you will meet them.
- Begin establishing formal and informal partnerships with community organizations and key stakeholders.
- Begin networking with the NCCCS office and other community colleges in and out of the state that have mentoring programs.

3 MONTHS – 6 MONTHS: DEVELOP YOUR PROGRAM

- Hire a program coordinator and other key staff.
- Provide any necessary training for new staff to ensure that they have necessary skills.
- Begin developing your policy and procedure manual.
- Start planning for program evaluation.
- Begin developing a targeted mentor recruitment plan.
- Develop mentor applications and other necessary forms.
- Develop plans for identifying and receiving referrals of mentees to be served.
- Develop mentor, mentee and volunteer pre-match training materials.
- Develop procedures for monitoring matches and supporting mentors.
- Implement first steps of your mentor recruitment plan by doing presentations for prospective groups of mentors, launching marketing campaign, and accepting applications.
6 MONTHS – 9 MONTHS: BEGIN IMPLEMENTING SERVICES

- Begin active recruitment and intake of mentees into the program.
- Begin delivering orientation sessions for prospective mentors and mentees.
- Start accepting mentor applications.
- Conduct pre-match training for approved mentors and mentees.
- Begin making matches between mentors and mentees.
- Begin program evaluation activities.
- Review program staffing and resource needs.

9 MONTHS – ONE YEAR: SOLIDIFY YOUR PROGRAM

- Continue to recruit mentors and mentees.
- Revise and update recruitment strategy as needed.
- Review policies and procedures and update policy and procedures manual as needed.
- Supervise mentor/mentee matches using established monitoring procedures.
- Begin providing ongoing training and support for mentors and mentees.
- Establish a resource development committee.
- Begin to develop a broad community awareness and marketing plan.
- Continue collecting evaluation data; ensure that data are being properly entered.
- Inform stakeholders, partners, and other interested parties of the progress of the program.
- Review program progress to this point and see if the program’s mission, goals, and objectives are being met.
- Access training and technical assistance as needed.
- Review program staffing and resource needs.

ONE YEAR AND BEYOND: SUSTAINING YOUR QUALITY PROGRAM

- Build and maintain informal community partnerships.
- Implement broad community awareness and marketing strategies.
- Implement a resource development plan featuring multiple approaches for long-term financial sustainability.
- Continue to recruit, screen, train, match, monitor, and support program participants.
- Provide recognition of volunteers.
- Revise policies, procedures, volunteer recruitment, and training materials as needed.
- Review staff development needs and offer training or other support for staff as needed.
- Compile initial evaluation findings.
- Analyze program operations and outcome objectives based on initial evaluation findings.
- Access training and technical assistance services from NCCCS office and other community colleges.
● Keep agency board of directors and program advisory council informed and engaged in program activities.
● Continue to review program staffing and resource needs.
Resources to Help You Start a Mentoring Program

National Mentoring Partnership
http://www.mentoring.org

The Mentoring Center
http://www.mentor.org

National Mentoring Center
http://www.nwrel.org/mentoring

Who Mentored You?
http://www.whomentoredyou.org

The Mentoring Group
http://www.mentoringgroup.com

The Mentor Leadership & Resource Network
http://www.mentors.net

Mentoring USA
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