

appendix **forms** }

The New York City Department of Education }





Questionnaire for Prospective Mentors

The New York City Department of Education

The information you give will be used not only to determine your eligibility for this program, but also to link you to the mentor program or student most appropriate given your background and interests. All data will be used only on a "need to know" basis. Pursuant to The New York City Department of Education policy, this information will be used to clear you to work unsupervised with an individual student. It is required that you complete this form and submit to your organization's mentoring coordinator prior to the mentor training session.

I. Personal Profile

Name _____ Title _____

Company _____ Affiliation/Organization _____

Co. Address _____ Daytime Phone _____

City _____ State _____ Zip _____

E-mail _____

Home Address _____ Home Phone _____

City _____ State _____ Zip _____

Gender: M / F

Educational Background. Begin with your most recent educational experience. List the name of the institution(s), years attended and the degree(s) received.

School/Institution	From/To	Diploma/Degree
_____	_____/_____	_____
_____	_____/_____	_____

Employment History. Begin with your most recent job. For each entry, include job type, your title and a brief description of your responsibilities. If you have a résumé, you may attach it.

Company	Position	From/To	Responsibilities
_____	_____	_____/_____	_____
_____	_____	_____/_____	_____
_____	_____	_____/_____	_____
_____	_____	_____/_____	_____

Community Service. List current and past participation in community activities. Include any involvement with youth-serving agencies.

Language Proficiency. List the languages in which you are fluent.



Questionnaire for Prospective Mentors (continued)

The New York City Department of Education

II. Program Participation

Time availability. Number of hours per week:

Preferable days: M T W TH F SAT SUN Limitations: _____

Comments: _____

Are you participating in the program with the full support of your employer? Yes___ No___

If no, how will you resolve potential time conflicts?

III. Mentoring Prospectus

What are you looking for in a student/mentee (eg. qualities, background, interests)?

Cultural/creative/social activities, which you enjoy and would like to share with a student/mentee:

Describe the benefits you hope to realize from your involvement with school age children:

What is your age? ___0-20 ___21-40 ___41-60 ___60+

What individual is a role model for you?

How would you have answered the above question as a young person?

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

Describe your life experiences that will assist you in mentoring. Use the back of this form, or attach an additional sheet of paper if necessary.

What information, skill or training would you like to have in preparation for mentoring?





Questionnaire for Prospective Mentors (continued)

The New York City Department of Education

IV. References

Have you ever been convicted of a crime? No _____ Yes _____

If yes, how long ago? _____ In what court? _____

List the names, addresses, and daytime telephone numbers of three persons who have known you for at least one (1) year and well enough to vouch for your character. One of these persons must have been an employer or supervisor. None may be from your immediate family. References will only be contacted upon your conditional acceptance into the program.

1. Name _____

Address _____

Daytime Phone _____

Relationship _____

2. Name _____

Address _____

Daytime Phone _____

Relationship _____

3. Name _____

Address _____

Daytime Phone _____

Relationship _____

IMPORTANT!

Federal law requires that student records remain confidential and any information obtained about a student, from address to work habits, may not be disclosed to others except the student's teacher, principal, guidance counselor and/or parents. If a prospective mentor questions his/her ability to abide by this law, he/she should reconsider applying.

Any publication emanating from participation in this program must be reviewed by the Chancellor or his designee prior to publication.

I have read the above statements and agree to abide by them. The information I have provided in this questionnaire is true to the best of my knowledge. I grant permission to The New York City Department of Education to verify the data and to contact the references provided.

Signature

Date





Mentor Consent Agreement

The New York City Department of Education

Mentor Consent Agreement

(use/publish mentor’s photograph, quotes or written statements for educational purposes)

I, _____ (mentor) hereby consent to the use of my oral and written statements and the use of my photograph(s) by the New York City Mentoring Program.

The New York City Department of Education may also use for non-profit purposes, articles in my employer’s newsletters, etc., describing its participation in the New York City Mentoring Program.

The New York City Department of Education may edit, use and reuse said items for non-profit purposes in its published documents.

I hereby release The New York City Department of Education, and its agents and employees, from all claims, demands, liabilities whatsoever in connection with the above consent.

Date _____

Signature of Mentor _____

Name _____

Company _____ Affiliation _____

Daytime Phone _____ Fax _____



Student Mentee Orientation Fact Sheet

The New York City Department of Education

Q. What is a Mentor?

A. A caring adult who offers friendship, encouragement, reinforcement, advisement, and support in the lives of young people. By recognizing the potential within youths, mentors can help them achieve and live full, productive lives.

Q. What is a Mentee?

A. A young person who is willing to benefit from the life experiences and knowledge of a successful adult, in order to achieve familiarity with the world of work, accomplish mutually agreed upon goals and learn how to access a wealth of educational, social, and vocational opportunities available.

Q. How Long will the Mentoring Relationship Last?

A. The length of the relationship depends upon the mentor and mentee. However, as a mentee, you have committed yourself to be in the program for at least one school year. Your level of dedication to the program will ultimately determine the length of your mentoring relationship. You and your mentor have equal control within the relationship and equal responsibility to each other to make it work.

Q. When and how Often are the Mentoring Sessions?

A. After school once a week or once every other week depending on your program's guidelines.

Q. Where are Sessions Held?

A. Mentoring sessions usually take place at your mentor's job. Depending on your program's guidelines or the plan you and your mentor create, you may meet or attend other events elsewhere with your parent's/guardian's permission.

Q. What does a Mentee Bring to the Mentoring Relationship?

A. Mentoring relationships involve mutual learning experiences for both mentor and mentee. As a mentee, you bring to the relationship a broad range of knowledge, history, culture, achievements and growth that makes mentoring a very satisfying experience for all involved. You also need to bring your own ideas and plans for how your mentor can be of help to you.

Q. What are My Responsibilities as a Mentee?

- A. • Stay enrolled in school.
 - Attend a mentee orientation session.
 - Attend the required Weekly Mentee Group Meetings with the school mentoring program coordinator.
 - Attend mentoring group activities, field trips, and special events.
 - Be on time for all mentoring sessions, meetings, events and activities.
 - Notify mentor when you are going to be late or cannot keep an appointment.
 - Tell your school mentoring program coordinator when and where you are going for all sessions with your mentor.

Q. What Should I do if There are Problems within My Mentor/mentee Relationship?

A. If possible, you should try to discuss the problem(s) with your mentor and try to reach some agreement about the different solutions available. If this fails, speak with your school mentoring program coordinator. Either the mentor or the mentee can request a new partner, but only after everyone has tried to make the relationship work.

If you have further questions or issues that have not been addressed by this document, please contact your school mentoring program coordinator for assistance.

NAME OF MENTORING PROGRAM _____

NAME OF SCHOOL MENTORING COORDINATOR _____

ROOM # _____

PHONE # _____





Questionnaire for Prospective Mentees (Student Profile)

The New York City Department of Education

Please answer the following questions as completely as possible. This information will help us match you with the most suitable mentoring partner.

PLEASE PRINT School _____

1. Name _____ Date of Birth _____ M / F
Last First

2. Address _____
Street Apt # City ZIP

3. Telephone (____) _____ Student Identification Number _____

4. E-mail Address _____

5. Parent's Name _____

6. If you are not living with mother or father, who is your guardian? _____

7. Number of siblings _____ Ages _____

8. Are you fluent in another language(s)? If yes, which language(s)?

9. My favorite kind of music is _____

10. My favorite TV show is _____

11. My favorite sport is _____

12. My favorite book is _____

13. My best subject in school is _____

14. My worst subject in school is _____

15. Do you have any after-school responsibilities? ____ YES ____ NO

If YES, what are they? _____

16. What clubs or groups do you belong to? _____

17. What do you like to do most with your free time? _____

18. What do you and your friends like to do together? _____

19. What would you like to do after you get out of high school? _____



Questionnaire for Prospective Mentees (Student Profile continued) The New York City Department of Education

20. How confident are you that you have the necessary skills to achieve your goals after graduation?

(Check one) ___a. Very confident ___b. Fairly confident ___c. Not too confident ___d. Not confident at all

21. Do you already have a specific plan of action for reaching your post-high school goals? (Check one)

- ___a. Yes, I already have a specific plan
- ___b. Yes, but I need help with some parts of my plan
- ___c. No, I need help in developing a plan
- ___d. No, I didn't realize I needed a plan

22. Are there any days and times when you are not available to meet with your mentor?

23. What qualities would you value in an adult?

24. Are there other issues of importance to you that you would like to share with your mentor?

25. Why are you interested in participating in this program?

26. What do you hope to get out of your mentoring relationship?



Mentor Training Agenda

The New York City Department of Education

I. Welcome and Program Overview

- Logistics
- Mentoring Defined
- Importance of Goal Setting

II. Introductions and Self Reflections: If it weren't for me...

III. Special Helpers: People who have influenced our lives in a positive way.

IV. Brainstorming: What are the qualities of a mentor?

V. Role Playing: Developing the relationship with your students.

- Role playing the first meeting
- How to respond to students

VI. Designing Mentoring Sessions: What do I do now?

- Brainstorming and focus area activities
- Review packet materials and handouts
- Review Department of Education guidelines

VII. School Coordinator Speaks: A profile of the students and their school.

VIII. Next Steps

IX. Evaluation





The Mentor Debriefing Clinic

The New York City Department of Education

Purpose of the Mentor Debriefing

1. To work toward the cohesion of the program.
2. An opportunity for mentors to meet with each other and share activities or offer suggestions.
3. An opportunity for the School Coordinator to meet with the mentors.
4. An opportunity for mentors to share successes and to get help with their concerns directly to the School Coordinator and indirectly to the Mentor Coordinator.
5. An opportunity for the mentors to ask the School Coordinator questions regarding the program's logistics, format and activities that the Mentor Coordinator might not be able to answer.
6. An opportunity for the mentors to discuss their specific concerns about their mentees with the School Coordinator and Mentor Coordinator.
7. An opportunity for the mentors to give direct feedback to the School Coordinator or Mentor Coordinator regarding the program's logistics, format and activities.
8. An opportunity for School Coordinator to provide technical assistance in the form of coaching and feedback to the mentors.
9. An opportunity for the School Coordinator and the Mentor Coordinator to share concerns with the mentors and provide information that will help their program to run more smoothly.
10. An opportunity to express ideas to provide further training for the mentors through guest speakers and workshops.
11. An opportunity for the School Coordinator, Mentor Coordinator and mentors to meet to discuss:
 - What is working and what is not working in the program
 - Group events and activities, e.g. end of year event
 - The plans and goals for the future.



