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Dear Friend and Colleague,

Congratulations! You've decided to mentor high school youth. We think you've made a wise decision. By becoming a mentor you are likely to:

- Impact young people directly by being a caring adult
- Help guide a teen through the college application process
- Learn more about diversity in the schools
- Bring “reality” to your college classes
- Learn more about yourself, your values, and your future plans

You may be uncertain as to how you should begin serving as a mentor, but we hope the answers to most of your questions can be found within the pages of this manual. This guide is designed to provide you with tips for developing a relationship with your mentees, ideas for mentee goal-setting, and information to assist mentees with the college application process (in case you've forgotten!). In addition, we've included suggestions for activities, events, and transportation help in and around Nashville. We'd like you to keep track of your hours and experiences with your mentees, so we have also provided forms to facilitate that process.

Please rest assured that TACEP staff will be available to assist you with any questions or unexpected challenges that are not addressed in this manual. Your fellow mentors will also be a great resource; you can look forward to occasional mentor meetings during the semester.

We look forward to sharing in your mentoring experience!

Carolyn Hughes

Professor  
Special Education and Human and Organizational Development  
Peabody College

## ***TACEP Expectations***

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### **Time:**

Each mentor is expected to commit a minimum of 22 hours per semester. This commitment may be in any of the following forms:

- In-school activities
- School-sponsored activities
- Community awareness programs

### **Documentation:**

Because this program is grant funded, accountability is integral to its continued success. Mentors must keep accurate, thorough records of their activities and appropriate documentation of all time spent with mentees (*See Appendix – Mentoring Log*).

### **Professionalism:**

As mentors, it is important to remember that you are a reflection of Learn and Serve America, Vanderbilt University, and the TACEP Grant Program. It is critical that you represent all of these organizations well. Remember to do the following:

- Keep appointments
- Contact the school/teachers in advance if you have scheduling conflicts
- Dress appropriately in professional attire (no revealing garments or clothing with offensive messages)

### **Reflection:**

The value of being a mentor is growing from the experience of helping others. That growth is most likely to occur when mentors reflect on their experiences within the community. As part of this program, mentors will be asked to reflect on their service and detail how this experience has encouraged personal growth. It may help to keep a journal or a notebook during the course of your mentorship. This will also help document the growth and development of your relationship with your mentees.



## ***What is Mentoring?***

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Mentoring is a proven strategy that assists young people from varied backgrounds and circumstances to achieve their full potential. Mentors are caring individuals who, along with parents or guardians, provide young people with support, counsel, friendship, reinforcement, and a constructive example. However, mentoring is not a one-size-fits-all proposition. Each young person who may benefit from a mentoring relationship has individual needs. Effective mentoring programs offer enough flexibility to help meet these needs, while allowing the mentoring relationships to flourish within a safe structure.

### **Recipe for Success<sup>1</sup>**

According to Dr. Jean Rhodes, Professor of Psychology at the University of Massachusetts, Boston, the most significant predictor of positive mentoring results is whether mentors and mentees share a close, trusting relationship. Such relationships do not just happen. They need ongoing support and monitoring, particularly during the early stages, to ensure that the relationships do not terminate prematurely. As Dr. Rhodes notes, when the tool of change is a close relationship – as is the case with mentoring – everyone should proceed with care.

Mentors can sustain effective relationships in the following ways:

- Maintaining a steady presence in mentees' lives
- Attending scheduled meetings.
- Focusing on the mentees' needs – not the mentor's own wants and needs. Mentors should seek to improve the mentees' prospects while respecting their life circumstances and perspective. Mentors should not try to impose personal values or transform mentees
- Paying attention to the mentees' need for fun in learning
- Getting to know mentees' environments without becoming too involved. Mentors need to understand that they are not substitutes for teachers or parents
- Seeking and using the help and support of mentoring program staff

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<sup>1</sup> *How to Build a Successful Mentoring Program Using the Elements of Effective Practice*, Mentoring.org (<http://www.mentoring.org>), published by the National Mentoring Partnership.

## ***The Five Types of Mentoring***

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The type of mentoring will shape the program's overall structure and operation.<sup>2</sup> This includes the goals you want your mentoring program to achieve, the length and frequency of mentor commitment you require, and the kinds of activities that occur.<sup>3</sup> For this project, mentoring will be in groups or teams.

### **Traditional One-to-One Mentoring**

One-to-one mentoring places one adult in a relationship with one youth. The mentor and mentee should meet regularly at least four hours per month for at least one year. There are exceptions such as school-based mentoring, which coincides with the school year. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly.

### **Group Mentoring**

Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time. Most interaction is guided by the session structure, which includes time for personal sharing.

### **Team Mentoring**

Team mentoring involves several adults working with small groups of young people, with an adult-to-youth ratio no greater than one to four.

### **Peer Mentoring**

Peer mentoring provides an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person. Usually the mentoring program specifies activities that are curriculum based. For example, a high school student might tutor an elementary school student in reading or engage in other skill-building activities on site. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually in a peer mentoring relationship, the mentor and the mentee meet frequently over the course of a semester or an entire school year.

### **E-mentoring, Online Mentoring, or Telementoring**

E-mentoring connects one adult with one youth, and the two communicate via the Internet at least once a week over a period of six months to a year. Often the mentor serves as a guide or advisor in school- or career-related areas. For example, the mentor may help the mentee complete a school project or discuss future education and career options. During the summer months, e-mentoring can serve as a bridge for mentors and mentees in traditional one-to-one relationships.

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<sup>2</sup> The definitions of mentoring types are based on those found in the second edition of the *Elements of Effective Practice*.

<sup>3</sup> *How to Build A Successful Mentoring Program Using the Elements of Effective Practice*, Mentoring.org (<http://www.mentoring.org>), published by the National Mentoring Partnership, covers issues on youth mentoring.

## ***The Four Primary Tasks of a Mentor***

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Mentors may have the opportunity to assist mentees in many capacities; however, the four primary tasks are described below.<sup>4</sup>

- I. Establish a positive, personal relationship with mentees**
  - Establish mutual trust and respect
  - Maintain regular interaction and consistent support
  - Make all your meetings enjoyable and fun.
  
- II. Help mentees to develop or begin to develop life skills**
  - Work with mentees to accomplish specific program goals (e.g., prevent drop-out, promote general career awareness)
  - Instill the framework for developing broader life-management skills, (e.g. decision-making skills, goal-setting skills, conflict resolution, money management)
  
- III. Assist mentees in obtaining additional resources**
  - Provide awareness of community, educational, and economic resources available to mentees and their families and provide the means to access these resources. Act as a resource broker, as opposed to a resource provider
  - Act as a guide and/or advocate, coach, or model
  - Avoid acting as a professional case manager. View the role of a mentor as that of a friend rather than that of a counselor
  
- IV. Increase mentees' ability to interact with people/groups/events from various backgrounds (cultural, racial, socioeconomic, etc.)**
  - Respect and explore differences among people/groups from various backgrounds. Do not promote values and beliefs of one group as superior to those of another
  - Introduce mentees to different environments, such as workplace vs. school setting; discuss differences in behavior, attitude, and style of dress.



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<sup>4</sup> Courtesy of Mass Mentoring Partnership, Mentoring 101 Train the Trainer Curriculum

## ***The Mentoring Relationship***

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*“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”*

~ John C. Crosby

### **About Mentoring:**

All children have the potential to succeed and make positive contributions to society. However, not all children receive the support they need in order to achieve. By most estimates, 17.6 million children, nearly half the population of Americans who are between ages 10 and 18, live in situations that may prevent them from reaching their full potential. Without intervention from caring adults like you, these children may make choices that jeopardize their futures.

Mentoring can be defined as the presence of a caring adult who offers support, advice, friendship, reinforcement, and constructive examples to youth who may not have access to many strong adult role models. Mentoring has proven to be a powerful tool for helping young people fulfill their potential.

### **How Mentoring Makes a Difference:**

By using your influence and resources, you can bring new hope to young lives. You will also reap tremendous benefits from the bond you form with mentees. Mentoring is successful when each of the following steps is achieved:

- Improving young peoples’ attitudes towards their parents, peers, and teachers
- Encouraging students to stay motivated and focused on education
- Providing a positive way for young people to spend free time
- Helping young people face daily challenges
- Offering opportunities for young people to consider new career paths and enhance real-world understanding

### **Qualities of a Successful Mentor:**

While the specifics of each mentoring relationship may vary, the qualities of an effective mentor remain the same.<sup>5</sup> It is important to understand that all mentors are not expected to be perfect or brilliant; you can be a successful mentor simply by modeling responsible behavior. The following are some tips for fostering a successful mentoring relationship:

- ***Possess a Sincere Desire to Be Involved in the Lives of Young People***  
Mentors must have a genuine interest in becoming involved in the lives of others. Successful mentors encourage mentees to pursue their interests, achieve their goals, and handle tough decisions. Mentors must be invested in the mentoring process for an extended period of time in order to make a difference.

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<sup>5</sup> Mentoring.org (<http://www.mentoring.org>), published by the National Mentoring Partnership, covers issues on youth mentoring.

- ***Listen Actively***  
 It is relatively easy to give advice or express opinions; however, it is much more difficult to suspend your own judgment and listen. Mentors often help simply by listening, asking thoughtful questions, and giving mentees an opportunity to explore their own thoughts. When mentees feel accepted, they are more likely to request advice and respond to good ideas.
- ***Empathize***  
 Empathy is the ability to understand what another person is experiencing, but it does not require you to have had the same life experiences. Empathy differs from sympathy in that it is characterized by a deep understanding, while sympathy is simply a process of sharing sad feelings. Of course you will not always understand completely what mentees are experiencing. However, the ability to empathize and the willingness to try to understand are important tools in developing a positive relationship with them. Effective mentors can understand what mentees are experiencing without becoming entwined in the problem.
- ***Seek Solutions and Opportunities***  
 Good mentors balance a realistic respect for mentees' challenges with optimism about finding equally realistic solutions. Mentors should be able to make sense of a variety of issues in order to identify sensible resolutions or alternatives.
- ***Be Flexible and Open***  
 Good mentors recognize that relationships take time to develop, and they understand that communication is a two-way street. Take the time to get to know mentees personally by learning what is important in his/her life (music, personal styles, values, and philosophies). Also, try to avoid acting like a parent or imposing your belief system on mentees. It is important for mentors to be honest and avoid acting differently to try to "fit in" with their mentees.
- ***Understand Roles***  
 Good mentors recognize that although they are the adults in the relationships, it is also important to include input from mentees in setting goals. More importantly, good mentors realize that they cannot be everything to everyone. A mentor should not take on the roles of parent/guardian, social worker, minister, disciplinarian, or guidance counselor.

## ***Guidelines for Mentors***

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It is not possible to anticipate every situation and the appropriate behavior to apply when one is mentoring.<sup>6</sup> However, here are a few suggestions to use as general guidelines:

### **Do:**

- Get to know mentees and try to understand their points of view
- Be positive, patient, dependable, honest, and sincere
- Encourage, compliment, and praise even small accomplishments
- Be an active listener; use language that's easy to understand
- Give concrete explanations
- Ask for opinions and participation in decision-making
- Share your knowledge rather than simply giving advice
- Stress the positive and be enthusiastic
- Have mentees assume responsibilities and hold him/her accountable
- Help mentees use mistakes as learning experiences
- Have activities planned in advance
- If you are going to miss a mentoring session, contact the school. It is important to let mentees know you did not forget about your mentoring session
- Learn to appreciate mentees cultural and ethnic backgrounds; strive toward cultural reciprocity
- Be open to what mentees can teach or share with you
- Honor your commitment
- Have fun

### **Do Not:**

- Expect to have instant rapport with mentees
- Be lenient to gain approval; this will not earn respect
- Lecture, moralize, or preach
- Make promises that you cannot keep
- Be convinced that what mentees say is always what they mean
- Pry into mentees' lives. If a mentee pries into your affairs, it is okay to say that some things in your life are private just as things are sometimes private in his/her life
- Be afraid to admit that you do not know the answer to something or admit that you have made a mistake
- Lend money
- Be sarcastic or use excessive teasing

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<sup>6</sup> Adapted from materials provided by The Mentoring Partnership of New York, *Mentoring in the Faith Community: An Operations Manual for Program Coordinators* and from Virginia Mentoring Partnership.

## ***Tips for Building a Mentoring Relationship***

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As with any new activity, you will learn some of the rules as you progress in your mentoring relationship, but here are a few cardinal rules to help you begin.<sup>7</sup>

### **Be There**

When you attend every meeting with mentees and strive to succeed, you send them a strong message that you care.

### **Be a Friend, Not a Know-it-All**

Be an adult who is there to assist, not criticize. Spending quality time together and talking is very helpful to a young person's healthy development. Young people learn more by conversing with adults than they do by just listening to them. In the words of one mentee:

*“My parents lecture me all the time. Why would I want my mentor to be the same way? I have the best mentor in the program, but sometimes he tries too hard to be a mentor instead of just being himself. What I mean is that he thinks he always has to share some wisdom or advice, when sometimes I would rather just kick it and joke around.”*

Of course, when mentees come to you for help or advice, it is appropriate to assist in developing solutions. It's also okay to talk with them if you suspect that they are struggling with something. Some suggestions are ok, but do not provide non-stop advice. Take the time to enjoy the mentees' company and serve as a role model through action, rather than words.

### **Be a Role Model**

The best thing that you can do is lead by example. By becoming a mentor, you've already modeled the most important thing a human being can do: care about someone else. Here are some other ways you can be a positive role model for mentees:

- Keep your word. Call and arrive for meetings when you say you will
- If your program has group sessions, participate fully
- If you enter a competitive activity with mentees, keep it in perspective and by all means do not cheat (or even fudge a little) to help mentees win
- Let mentees see you going out of your way to help others

### **Let the Mentees Have a Say in Your Activities**

Some mentees will have a lot of suggestions about what you can do together, but most will need a little guidance from you. If the mentees don't have any preferences, start by giving them a range of choices. “Here are some things that we can do. Which ones sound good to you?”

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<sup>7</sup> Courtesy of California Governor's Mentoring Partnership and Los Angeles Youth Mentoring Connection.

## ***Promoting Effective Communication***

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The following examples should assist you in avoiding communication roadblocks.<sup>8</sup>

### **Ordering, Directing, Commanding**

*Example: “Stop complaining!”*

Rather than criticizing, ask mentees to provide a detailed explanation about why they find a given activity to be unpleasant. If you can, avoid those types of activities in the future. If the activity cannot be avoided (e.g. completing homework or studying for a test), remind mentees of the benefits or goals that will be achieved if they complete a given task. Encourage them to persevere even if the assignments aren't always fun.

### **Moralizing, Preaching**

*Example: “You shouldn't act like that...” or “You ought to do...”*

As a mentor, you should be a friend. Do not invoke vague outside authority as accepted truth. Just as you do not take well to criticisms from your friends, mentees will likely not react favorably to your criticism or admonishing. Try to help mentees understand the consequences of their actions. Use if/then statements about the unfavorable circumstances that arise if they behave in certain ways. By framing things with an unbiased cause/effect explanation, you actually leave the decision to the mentees.

### **Lecturing or Providing Logical Arguments**

*Example: “Let's look at the facts about college graduates.” or “When I was your age, I had twice as much to do!”*

Do not try to influence mentees with facts, arguments, logic, or your own opinion. Instead, celebrate your mentees' individuality. Help them examine all of the positive and negative influences or barriers to success. Remind them that they will need an individualized course of action to succeed. Comparing mentees will only make them feel as though success is unattainable.

### **Judging, Criticizing, Blaming**

*Example: “You are not thinking clearly.” or “That is an immature point of view.”*

Try to keep your negative judgments to yourself. If you are concerned that mentees are not thinking clearly, ask if they have also considered other options or looked at the situation from another point of view. Mentees may not be thinking clearly because they are unaware of any other options or points of view.

### **Withdrawing, Distracting, Diverting**

*Example: “Just forget it.” or “Come on – let's talk about something more pleasant.”*

Do not ignore a problem or try to avoid addressing an unpleasant situation. If you are aware of a problem the mentees are facing, ask them how they want to approach it. Demonstrate your willingness to discuss things that may be difficult for them.

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<sup>8</sup> (Excerpt from *Parent Effectiveness Training* by Dr. Thomas Gordon) Courtesy of Mass Mentoring Partnership, *Mentoring 101 Training Curriculum*

## ***Helpful Communication Skills***

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The following four communication skills are helpful for mentors to develop and practice. These are also useful skills that you can encourage mentees to develop.<sup>9</sup>

### **Active Listening**

Active listening is an attempt to understand the content and emotion of a conversation by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect, and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel. Active listening is not nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging, or ridiculing.

Active listeners use each of the following:

- Eye contact
- Body language: open and relaxed posture, forward-lean, appropriate facial expressions, positive use of gestures
- Verbal cues such as “um-hmmm,” “sure,” “ah,” and “yes”

Active listening accomplishes these goals:

- Encourages honesty and helps people free themselves of troublesome feelings by expressing them openly
- Reduces fear and helps people become less afraid of negative feelings
- Builds respect and affection
- Increases acceptance and promotes a feeling of understanding

When you listen actively, you cooperate in solving the problem and in preventing future problems.

### **“I” Messages**

These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else’s behavior. Because “I” messages do not accuse or place blame, they avoid judgments and help keep communication open. At the same time, “I” messages continue to advance the situation to a problem-solving stage.

*Example: “I was really sad when you didn’t show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it.”*

*Avoid: “You didn’t show up and I waited for an hour. You could have at least called me and let me know that you wouldn’t be there. You are irresponsible.”*

“I” messages present only one perspective, allowing the other person to formulate his/her own point of view without being placed in a defensive mode. “I” messages communicate both information and respect for each position.

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<sup>9</sup> Courtesy of Mass Mentoring Partnership, *Mentoring 101 Training Curriculum*

## Paraphrasing

Paraphrasing focuses on listening first and then reflecting the two parts of the speakers' message – fact and feeling – back to the speaker. Often, the fact is clearly stated, but a good listener is “listening between the lines” for the “feeling” part of the communication. Using this skill is a way to check out what you heard for accuracy. Did you interpret what the mentees said correctly? Often colloquial or slang terms may have different meanings for mentors and mentees. By reiterating what you think a mentee said you can help him/her identify how things are communicated and allow him/her to see his/her ideas from your point of view.

### ***Examples for fact:***

*“So you’re saying that...”*

*“You believe that...”*

*“The problem is...”*

### ***Examples for feeling:***

*“You feel that...”*

*“Your reaction is...”*

*“And that made you feel...”*

Using active listening skills and paraphrasing, you will be able to gather information and then report the facts and attitudes/feelings that you believe were expressed. This lets mentees know that you hear, understand, and care about their thoughts and feelings.

## Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes, and differing viewpoints. These are extremely helpful when dealing with young people. Youth tend to answer questions with as few words as possible. To maintain active dialogue without interrogating, try to ask a few questions that cannot be answered with a simple “yes,” “no,” or “I don’t know.”

### ***Examples:***

*“How do you see this situation?”*

*“What are your reasons for that?”*

*“Can you give me an example?”*

*“How does this affect you?”*

*“How did you decide that?”*

*“What would you like to do about that?”*

*“What part did you play?”*



**Note:** Using the question “Why did you do that?” may sometimes yield a defensive response, rather than a clarifying response.

Because open-ended questions require elongated answers, they provide an opportunity for description, detailing, and explanation. Open-ended questions yield significant information that can be used to solve problems.

## *Questions for Mentors to Consider*

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Every mentoring program and every mentoring relationship is different. Accordingly, it is impossible to create a manual that will provide answers for every question you may have. Think about each of the questions listed below as they relate to your mentoring relationship. What things do you need to know before you start working with mentees?

### **About me:**



- *Why am I choosing to become a mentor?*
- *What do I hope to take from this experience?*
- *Are there certain topics that I would feel uncomfortable discussing with mentees?*
- *Are there certain activities that I would feel uncomfortable doing with mentees?*
- *To whom will I turn if I have a problem or concern pertaining to a mentee?*

### **About my mentees:**



- *What do I know about the life of the mentees?*
- *What are their goals?*
- *What are their interests?*
- *What things encourage or discourage success in their lives?*
- *What do I know about the mentees' friends and family?*

### **About the setting:**



- *What do I know about the mentees' home neighborhoods?*
- *What do I know about the school that the mentees attend?*
- *What can I do to make the mentoring experience seem comfortable for the mentees within their normal school setting?*

## ***Valuing Diversity***

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While some mentoring programs attempt to match mentors and mentees who have similar racial, cultural, or socioeconomic backgrounds, most programs match mentors and mentees at random. This randomness often results in a match between individuals who, at face value, may appear to have very different upbringings and lifestyles. It is normal to feel a degree of apprehension about meeting mentees who may be very different from you, especially since you are expected to develop a close relationship with them. Culture, in this sense, is more than race or ethnicity. It encompasses values, lifestyle, and social norms and includes issues such as different communication styles, mannerisms, styles of dress, family structures, traditions, time orientation, and response to authority. These differences may be associated with age, religion, ethnicity and socioeconomic background. A lack of understanding and appreciation of cultural diversity can result in mentors becoming judgmental, which may prevent the development of a trusting relationship.<sup>10</sup>

As in many other situations, knowledge is the key to understanding. Below are descriptions and examples of different diversity issues. Each has the potential to cause misunderstandings between mentors and mentees. However, cultural understanding is not something you can learn exclusively from a textbook. Talk to mentees about their backgrounds, about what life is like at home or with friends. Find out the reasons for what they do or believe. As you begin to learn and understand more about mentees, you will be less likely to make negative value judgments.

### **Ethnic Diversity**

If mentees come from different ethnic backgrounds, learn about the values and traditions of their cultures. Either ask questions of them or do some research on your own and discuss what you have read. It is important to address these issues so that you and the mentees will be comfortable developing a relationship.

For example, individuals who were raised in some Scandinavian and Asian cultures may not deal directly with conflict. Their approach to problems or disagreements can be subtle and indirect, and they may find it difficult to discuss problems openly with you. Many cultures also give tremendous respect to elders and forbid disagreement; thus, your position as a mentor may cause a mentee to be uncomfortable discussing or debating issues with you.

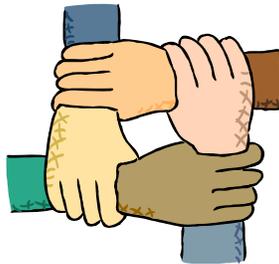
The degree to which mentees follow specific cultural norms may depend upon the duration of their families' residence in the U.S. Encourage mentees to be proud of their backgrounds, while also helping them to learn how you function. Try not to focus on your differences; rather, identify how your backgrounds are similar and begin establishing common ground on which you can base your relationship. Most importantly, never assume, generalize, or develop stereotypes about mentees; talk to them before formulating any ideas about their cultures or past experiences.

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<sup>10</sup> Courtesy of Mass Mentoring Partnership, *Mentoring 101 Train the Trainer Curriculum*.

## **Socioeconomic Diversity**

Often, mentors and mentees share differing socioeconomic backgrounds. For example, one may have been raised in a rural area, while another may never have ventured away from a large city. A mentor must learn that many things s/he takes for granted are not necessarily common to everyone. Remember, however, that poverty or familial dysfunction can occur among any ethnic group and may arise regardless of income, geographic location, or level of education. Try not to make assumptions. Also remember not to criticize. Mentees may need assistance learning about money management. In this case, it is your place to explain the processes, positives, and negatives, but it is not your place to tell them how to spend their money. You may be in the habit of saving or investing, but low-income families may perceive savings as a luxury they cannot afford. You should encourage low-income mentees to believe that things can change; they are not necessarily tied to a lifestyle of debt or poverty.



## **Youth Culture**

Although high school may not be a distant memory for you, the mentees' high school experiences may be very different from your own. Trends change frequently; do not assume that you are well versed in the topics that are of interest to mentees. As your mentees undergo the physical changes of adolescence, they may also change clothing preferences, hair styles, and style of communicating. Mentors should also remember that sociological differences may exist between you and your mentees. Drug and alcohol abuse, violence, gangs, and the prevalence of sexually-transmitted diseases and teen pregnancy may be more or less frequent than what you recall from your high school experiences. Ask mentees about their current interests, feelings, concerns, or fears regularly. To begin those conversations, you may want to consider the following, recalling how you might have answered the same questions when you were in high school.

- What was a typical day like?
- What was really important to you at that time?
- What was your father/mother like? Did you get along? Were you close?
- Think of your friends. Were friendships always easy or were they sometimes hard?
- In general, did you feel as though adults typically understood you well?

## **Accepting Diversity**

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An important aspect of cultural diversity is the mutuality of the mentoring relationship, also called cultural reciprocity. This phrase refers to the fact that both mentors and mentees can benefit from increased understanding of others who might otherwise seem unfamiliar. For the mentor, a greater breadth and depth of understanding can facilitate better relationships at work, at home, and in other social situations. As mentees begin to trust and know you, they will begin to learn about life outside a limited circle of peers and discover new opportunities and ways of life.

Being aware of these cultural and socioeconomic differences is a good start to finding common ground with mentees. You and your mentees will always have some differences; it is important that you acknowledge this fact. You should not focus solely on differences, but do not ignore them or try to eliminate them either. It is your duty as the mentor to find middle ground where differences and similarities are acknowledged, accepted, and even celebrated. Remember the following tips to make your mentor-mentee relationship development smooth.<sup>11</sup>

### **You Are the Adult**

You are older and more experienced than the mentees, but someone who exhibits true maturity will not focus on this difference. In general, young people of all ages, but particularly teens, believe they are not respected by adults. You should always strive to make mentees feel comfortable talking to you and interacting with you. Remember to respect the mentees; the more you respect them, the more they will respect you!

### **Be Yourself**

It is critical that you be yourself during all of your mentee interactions. Sometimes, with the best of intentions, mentors try to relate to young people by using slang or trying to be “one of the gang.” Mentees can see through this facade and may find it difficult to trust mentors who are not true to themselves.

### **You Will Always Be an Outsider**

You may learn a great deal about another culture, lifestyle, or age group, but you will never actually BE a member of that group. Don’t over-identify with mentees; they realize you will never know exactly what they are feeling or experiencing. Mentees may actually feel invalidated by your insistence that you know where they are coming from. There is a big difference between the statements, “I know exactly what you’re feeling” and “I think I have a sense of what you’re going through.” It is helpful to paraphrase what you think mentees have said or are feeling and to give examples of similar situations that you have experienced.

### **Your Concerns**

Try to frame concerns about mentees. If something they say or do bothers you, first determine whether the behaviors are simply troubling to you because you would handle them differently. If mentees react differently, but are not bringing harm upon themselves or others, you must learn to accept their choices. Making personal decisions is part of their development. If, however, they are making choices that you feel may be dangerous,

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<sup>11</sup> Courtesy of Mass Mentoring Partnership, Mentoring 101 Train the Trainer Curriculum.

you have an obligation to notify the classroom teacher or other school authorities. Remember that you are not expected to act as a therapist; you are intended to facilitate growth and development by creating a relationship built on trust and support.

If a mentee begins behaving in a way that is not harmful but makes you uncomfortable, discuss the situation. For instance, being chronically late for appointments, adopting certain styles of dress, or excessive swearing may offend you. Approach the topic by stating the following:

- How the behavior makes you feel
- What judgments others may make about the mentee as a result of the behavior
- The reactions and consequences s/he might expect from others
- The possible consequences or sanctions the school may impose for such behavior

For instance, perhaps a mentee has a very unusual style of dress. S/he may seek employment and have little luck with interviews. It is not your place to critique his/her attire, but s/he may not realize that his/her fashion is hindering the ability to find a job. Try approaching the subject with non-threatening questions:

- Why do you think you didn't get the job?
- What do you think was the interviewer's first impression of you?
- What do you think gave that impression?
- Do you think the impression you gave is one that is helpful in getting a job? What can you do about this?
- If you were 30 years old and owned a business, would you be hesitant to hire someone who looked and dressed in a way that was completely foreign to you?

You might also discuss ways in which the mentee could keep his/her individuality and identity (both very important needs in adolescence), while making a more favorable impression. A typical response from a young person might be to refer to the hypocrisy and material values of the adult culture. Don't mislead or misrepresent the truth; the fact is, like it or not, there are standards and norms in certain situations with which one is expected to comply. You should help the mentee learn to accept the mores of the business world, while still being true to his/her own interests.



## ***Cultural Awareness: Developing Intercultural Relationships***

*“The key to growth is the introduction of higher dimensions of consciousness into our awareness.”*

~ Lao Tzu

Mentors have an opportunity to make a significant difference in the lives of students. The mentoring relationship can have a very positive impact on retention rates. One of the challenges of being a mentor is welcoming every mentee and making them feel appreciated. The following suggestions may be helpful in establishing relationships with mentees:

<b>How to Bridge a Cultural Gap</b>	
<b>Cultural Understanding</b>	Learn about mentees’ cultural backgrounds and seek an understanding of how their cultures, religions, and ethnicities influence their lifestyles. It is important to find things that you and your mentees have in common, rather than focusing on your differences. These commonalities will help build your relationships.
<b>Verbal Interaction</b>	Be sensitive to word selection when communicating with mentees. Limit slang words and idioms. If you make plans for a certain activity, you might want to follow up with written communication. Research shows that oral followed by written communication increases understanding.
<b>Non-Verbal Communication</b>	<p><b><u>Eye Contact</u></b> Some cultural customs encourage little or no eye contact. Be aware that although you may be comfortable with frequent eye contact, others may not be. Little or no eye contact from a mentee could communicate his/her respect for your profession or position; it may not be an indicator of boredom or a lack of interest.</p> <p><b><u>Touch</u></b> Handshakes, hugs, pats on the back, or other forms of friendly contact may vary from culture to culture. Some students may feel comfortable with such contact, while others may feel uncomfortable with any amount of touching. You may wish to be cautious and refrain from touching mentees, even if your intentions are entirely innocent.</p> <p><b><u>Emotions</u></b> Although there are similarities among emotional displays throughout the world, there are also variations of expression. A smile or laugh in one culture could suggest embarrassment or a lack of understanding of what was said. A student may smile or laugh when uncomfortable or disappointed. Be sensitive to the emotional differences that characterize mentees.</p>

**Timekeeping**

There are varied systems of organizing and using time. For example, in the University environment, arriving precisely at an arranged time is customary. However, in other contexts promptness may not be significant. Be alert to timekeeping differences between you and the mentees, but do not use timekeeping differences as an excuse for lateness!

**Establishing a Comfort Zone**

Adjust your proximity and respect for personal space in accordance with feedback from mentees. Establishing a conversational comfort zone for both you and mentees is crucial in promoting openness.

**REMEMBER: If you are uncertain as to how you should handle a cultural situation, ask someone with whom you feel comfortable!** The above list does not specify every factor that influences your relationship with the mentees, but it should serve as an introduction to building a comfortable relationship. Although it may sound like sheer common sense, it is important to review these guidelines. Continue to educate yourself with current articles and books on cultural communication. Be open and receptive to your mentees' needs as well as to your own. Ethnocentrism influences all of us to some degree, so try to recognize your own biases and work towards eradicating them. You should strive to understand the mentees' specific needs as well as any existing differences between you. This effort will lead to a successful and satisfying relationship for all of you.



## ***Week 1: Open-Ended Goal Setting Questionnaire***

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Due to his/her age and experiences, it may be difficult for a mentee to think about long-term goals. In your first meeting, you should begin outlining the options that mentees have in terms of jobs, vocational training, 2-year colleges, or universities.

The following questions are designed to help mentees consider the future. This is for their personal, private goal-setting, and **should not** be reviewed or collected by mentors.

What are some areas (academically, socially, or emotionally) with which you feel that you really need support or assistance?

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Where do you see yourself in 10 years?

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What qualities do you believe a role model should possess?

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What do you expect to learn from a mentor?

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What do you see as a barrier that will be difficult to overcome this year?

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How knowledgeable do you feel about your options after high school? Are you aware of any vocational programs, community colleges, or universities in which you might be interested?

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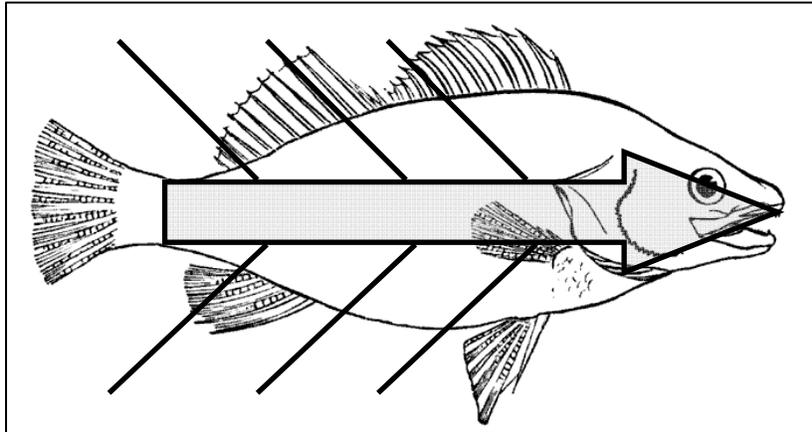
What is the most confusing or intimidating aspect of applying to colleges?

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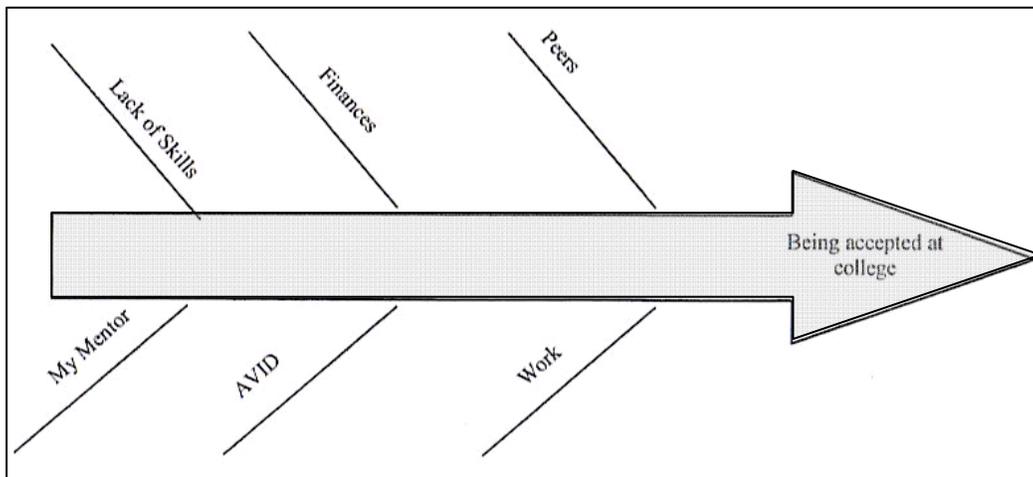
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## Week 2: Goal Setting Using Force-Field Analysis (The Change Fish)



The purpose of this diagram is to outline goals visually and to identify supports/strengths which help in working towards those goals, as well as the barriers working against them. This helps divide a goal into smaller parts, so that you, as a mentor, can help mentees to develop action plans that allow them to overcome the small barriers and reach their ultimate goals.



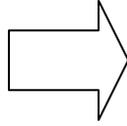
### **How to Use the Change Fish Model**

Notice how the example above looks like the skeleton of a fish. At the head of the fish (arrow point), you and the mentees can select a common goal. The “bones” of the fish represent the barriers (top) and supports (bottom) that will impact the ability to attain that goal.

## Steps for the Change Fish Model:

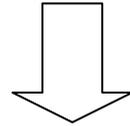
### ***Step One:***

Draw your own “fish” model. Pick a goal and write the goal at the head of the fish/point of the arrow. One example might be, “Get accepted to College.”



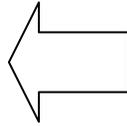
### ***Step Two:***

Identify common mentee supports and strengths on the lines beneath the fish. These strengths and supports will help them achieve the goal.



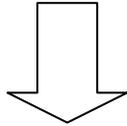
### ***Step Three:***

List obstacles and barriers on the lines extending above the fish. It is important to identify common barriers so mentees’ can work to overcome them.



### ***Step Four:***

Once the fish model is complete, make an action plan. Be very specific in the plan, and hold your mentees accountable by announcing the group goals.



### ***Step Five:***

Establish mini-goals to make the ultimate goal easier to accomplish. Mini-goals will typically seek to overcome individual barriers. Include what will be accomplished by whom and set a deadline for accomplishment.

### **Remember that your mini-goals should be geared towards success:**

- **Choose an initial mini-goal that you know the mentees can accomplish, like completing a specific homework assignment. This will boost self-esteem.**
- **Choose something that can be completed in a short amount of time, ideally within one week.**
- **Choose something that allows both the mentor and mentees to see that an obvious change has occurred. This affirms the idea that change is attainable and reminds the mentees that they can work together with you to accomplish a common goal.**

## Steps Continued:

### Your plan should embody each of the following concepts:

- ***Specificity***  
Be as specific as you can with each part of the action plan. Vague plans do not provide the step-by-step details you need to achieve the goal.
- ***Publicity***  
Make the goal public by writing it down, or sharing it with a parent, teacher, or friend. By publicizing the goal, mentees are more likely to feel that they are accountable. Prominent placement of the goal will also serve as a frequent reminder to mentees. For example, they may wish to write the goal on a piece of paper and post it in locations where they and others will see it often, such as in the classroom or in their school lockers.
- ***Accountability***  
Monitor accomplishment progress. Plans that go unmonitored often fail to develop. Although it is the mentees' responsibility to accomplish what was established in the action plan, it is the mentor's responsibility to monitor and track progress to ensure that the mentees are on track to complete the goal as planned.
- ***Who?***  
For which parts of the action plan are the mentees responsible? Which parts should be completed or facilitated by the mentor? Are there other individuals who can affect change or impact accomplishment of the goal?
- ***What?***  
What will you do to help mentees overcome barriers? How will you strengthen supports that can help encourage accomplishment of the goal?
- ***When?***  
Set deadlines for every part of the action plan and hold your mentees accountable to the established schedule.

### ***Week 3: Writing Goals and Objectives for Post-Secondary Acceptance***

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When thinking about college, it is important for mentees to develop objectives and ideas about where they would like to go. To help your mentees choose post-secondary institutions, you can work with them to define small targets that will help them to achieve the ultimate goal. Writing the goal and objectives helps organize ideas and develop a step-by-step timeline for achievement. Goals may pertain to creative expression, education, relationships, spiritual growth, health, or work. Growth in any and all of these areas will lead to increased self-esteem and improved chances of acceptance to college.

When defining objectives, you should help mentees pick goals that are feasible and will yield positive change. You should also define a timeframe for accomplishment. Deadlines should be short term. Again, it is critical that you, as a mentor, be involved in assisting and monitoring mentees as they work toward the objectives.

A good guideline to use when helping mentees decide on goals and objectives is  
**“SMART.”**

**Specific**

*Do you know precisely what needs to happen?*

**Measurable**

*How will you know if you have achieved this objective?*

**Attainable**

*Is this realistic or feasible?*

**Results-oriented**

*Will this really move you toward your goal?*

**Time-limited**

*Is there a deadline for accomplishment?*

One example of a goal for post-secondary school might be to obtain a bachelor’s degree. The objectives for this goal might then be listed as follows:

- Begin weekly study for the ACT by \_\_\_\_\_ (date)
- Work with guidance counselor and mentor to learn about admissions requirements and deadlines for the colleges to which I am applying by \_\_\_\_\_ (date)
- Improve grades to \_\_\_\_\_ (GPA) by \_\_\_\_\_ (date)
- Get involved in an extracurricular activity by \_\_\_\_\_ (date)
- Finish college application essays by \_\_\_\_\_ (date)

## ***Week 4: Understanding Post-Secondary Options***

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Review the different types of institutions with your mentees and decide which schools align best with their goals for the future. You may wish to collect applications, pamphlets, and other relevant materials to discuss the local options with your mentees.

<b>Type of Institution</b>	<b>Degree Offered</b>	<b>Fields of Study</b>	<b>Benefits</b>	<b>Public or Private</b>
<b>Four Year Colleges</b>	Bachelor's degree	Various	Provide a traditional college experience	May be public or private
<b>Universities</b>	Bachelor's, Master's, and Doctoral degrees	Various	Large student population Variety of programs	May be public or private
<b>Two Year Community Colleges</b>	Associate's degree	Various	Cost less than four year schools Starting place to transfer to four year schools Flexible scheduling	Usually public
<b>Junior Colleges</b>	Associate's degree, professional certificates	Various	Similar to community colleges Offer very specific field of study	Usually private
<b>Career, Technical, Vocational, or Trade Schools</b>	Certificate programs	Various	Usually do not require more than two years of study Career training	May be public or private
<b>Online Universities</b>	Bachelor's degree	Various	Time flexibility Most coursework completed off-site	Usually private
<b>Military</b>	Any	Various	Will pay for college/career training Hands-on experience Travel opportunities	N/A

## ***Week 5: Applying to Post-Secondary Institutions***

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The following guidelines are designed to help mentees plan their application processes.

### **Steps to Applying to Colleges & Universities**

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#### **Selecting a School**

- Explore post-secondary options with varied learning environments (ethnically diverse, single-gender, religiously affiliated, etc.).
- Narrow your list to 5-10 schools in which you are most interested.
- Select a “safety” school. “Safety” schools are those that may be geographically close to your home and may have uncomplicated application requirements. The safety school should be a post-secondary institution to which you are very likely to be accepted. For example, if you are applying to four year schools, the “safety” might be a local community college. If you are not accepted to the four year school of your choice, you still have the option to attend your safety school.
- After your first year at a “safety” school, you can apply to transfer to another institution, and you will be well-equipped with the extra money you saved and good grades you earned.

#### **Completing Applications**

- Request paper applications or find online versions from college websites.
- If you request an application by mail and it does not arrive within one week, call the institution and request that another be sent.
- Type your application. If typing is not an option, hand-write neatly.

#### **Requesting Recommendations**

- Ask two or three adults to whom you are not related to write recommendations for you.
- These should be based on the requirements of the school to which you are applying.
- You might consider asking teachers, your supervisor at work, a coach, a club sponsor, a pastor or other religious leader, etc.
- If there are specific recommendation forms for your school, make sure that you give those forms to the people you have asked to write recommendations for you.
- Follow up with your recommenders to ensure that they have written the recommendations and sent them in order to meet the school’s deadline.

#### **Ordering Transcripts**

- Have official transcripts from your high school sent to the schools to which you wish to apply. Your school guidance counselor should be able to process your transcript request.
- Follow up with the schools to which you are applying to ensure that they received your transcript.

## Take the SAT or ACT

- Take the SAT, ACT, or both; some schools may only accept one or the other. Be certain to check the testing requirements for the schools to which you are applying.
- When you take the exam, have your scores sent to the specific schools to which you are applying.
- If you have already taken one of these tests, ask your school guidance counselor or the College Board to have your scores sent to the schools to in which you are applying.
- Remember, if your scores are not as high as you had hoped, you may be able to study and take the test again at a later date.

## Writing Essays

- Write any essays that are required; each school will likely ask different questions.
- Check your essays for typos and spelling or grammatical errors. You may wish to have a friend, family member, or teacher proofread them for errors and content before you send them with your college applications.
- Make sure that you send all application materials by the deadline. Again, each school will have different requirements. Keep everything very organized to ensure that you don't miss any steps!
- There may be multiple deadlines for a particular school (early action, financial aid, regular admission, etc.). You will need to determine which deadline(s) apply to you and submit your application before those dates. Your mentor or guidance counselor can help you determine the type of application that is best for you.

## AP or IB Classes

- If you have taken Advanced Placement (AP) or International Baccalaureate (IB) exams and scored well, you may be able to earn college credit if you take the AP exams.
- Contact your school guidance counselor to ensure that those test scores are sent to all the schools to which you are applying.



## Steps to Applying to Trade, Technical, or Vocational Schools

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### Determine Your Interests

- You should select your career path to figure out what school best suits your needs. Once you have determined what you would like to do (i.e., fix cars, become a medical assistant, etc.), you can then apply to schools.

### How to Apply

- Call the schools in which you are interested to learn about their application requirements.
- These schools are sometimes structured by semester, but they may also be organized in other ways.
- This means the deadlines for applications may not be like those for colleges or universities. Many schools may have rolling application processes, meaning they may not have strict deadlines for applying.

## Steps to Joining the Military/Armed Forces

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### Determine which Branch Interests You

- Research each of the branches of the military to determine which one most interests you. The branches include Army, Navy, Marines, Air Force, and Coast Guard.

### Visit a Recruitment Office

- Make a list of questions to ask a recruiter
- Visit the recruitment office to learn more about the branch in which you are interested.

### Discuss

- Discuss your decision with someone you trust.

### Take the Test

- Take the ASVAB (a multiple aptitude exam).
- Go to the Military Entrance Processing Station (MEPS) to join.
- Make sure that when you go to MEPS you have your social security card, a valid identification card (i.e. driver's license), GED or diploma, documentation of participation in ROTC (if you participated in high school), and proof of citizenship (birth certificate, passport, or citizenship paperwork if you were born outside the U.S.).

## Week 6: More about the ACT, SAT, and High-Stakes Tests

Help mentees begin preparing for the tests by taking practice tests online or by using test preparation materials that are available through your mentees' high school.

Type of Test	Purpose	Study Materials	More Information
<b>High Stakes Test</b>	A test required to graduate high school in most states. Failing to pass these tests may result in graduation prevention.	Each state has its own version of these tests, so study materials will vary by state. Find out which test(s) is given in your state; look online or at the public library for prep materials.	<p>Samples of tests from different states:  <a href="http://www.edinformatics.com/testing/testing2.htm">www.edinformatics.com/testing/testing2.htm</a></p> <p>Resources for TCAP  <a href="http://www.internet4classrooms.com/TCAP.htm">www.internet4classrooms.com/TCAP.htm</a></p> <p>Resources for Gateway  <a href="http://www.internet4classrooms.com/assistance.htm">www.internet4classrooms.com/assistance.htm</a></p>
<b>ACT or SAT</b>	These are standardized tests taken during your junior and senior years of high school. Colleges and universities ask for your scores as a part of the application process. Some schools require one or both; check with the schools' testing requirements.	There are many books and software that can be purchased from bookstores or borrowed from the library. There are also training courses but they are somewhat expensive.	<p>Prep Class information:  <a href="http://www.kaptest.com/">http://www.kaptest.com/</a>  <a href="http://www.princetonreview.com/home.asp">http://www.princetonreview.com/home.asp</a></p> <p>Free prep materials:  <a href="http://www.sat-preparation.co.il/">http://www.sat-preparation.co.il/</a>  <a href="http://www.actstudent.org/sampletest/index.html">http://www.actstudent.org/sampletest/index.html</a></p> <p>How to Register:            ACT:  <a href="http://www.actstudent.org/register/elecereg.html">http://www.actstudent.org/register/elecereg.html</a>            SAT:  <a href="http://www.collegeboard.com/student/testing/sat/reg.html">http://www.collegeboard.com/student/testing/sat/reg.html</a></p>



## ***Week 7: Financial Aid for Colleges & Universities***

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Many mentees may be uncertain about the cost of attending a post-secondary institution or certificate program. The following should allow you to explain the costs that are involved.

### **Cost of Attendance**

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#### **What is Tuition?**

Tuition is the total cost for your classes.

#### **What is meant by “Room and Board”?**

“Room” refers to the cost of your on-campus housing. “Board” refers to the cost of campus meal plans.

#### **What is Cost of Attendance?**

Each school has a different tuition and cost of attendance rate. The cost of attendance is your tuition plus books, personal expenses, and travel costs. If you are the resident of a state, then the cost for state-run or public schools may be lower. Some majors may require additional fees. Contact your school to learn about the costs incurred for the specific degree or program in which you are interested.

#### **Comparing Costs Across Schools**

If you live close enough to drive to school everyday, it may be cheaper for you to live at home. Public schools are usually less costly than private schools. When researching schools be sure to compare:

- **Tuition (in-state vs. out-of-state)**
- **Housing (on campus vs. living at home)**
- **Meals (on campus vs. living at home)**
- **Books**
- **Extra Fees**
- **Personal Expenses**
- **Travel Costs**

#### **Textbooks**

Most colleges and universities require students to purchase their own textbooks, though some may allow students to rent books. Keep in mind that campus bookstores will stock most or all of the books you need, but they may be more expensive than other stores. Compare the costs of your books by going to [www.half.com](http://www.half.com) or [www.ebay.com](http://www.ebay.com) to find cheaper prices. You can often find discounts by purchasing used books that are still in good condition, rather than buying brand new copies.

## Types of Financial Assistance

The following is a helpful guide for finding scholarship money and applying for financial aid.

Financial Aid	What is it?	Eligibility	More Information
<b>Merit scholarship</b>	Scholarship award provided to students by individual colleges or universities	These scholarships are based on various criteria such as high-school GPA or SAT/ACT scores.	<ul style="list-style-type: none"> <li>▪ The award amount varies depending on the school.</li> <li>▪ You may have to complete a separate application or submit your application early to meet the scholarship deadline.</li> </ul>
<b>Outside scholarships</b>	Scholarships for students provided by outside entities such as faith organizations, UNCF, non-profits, or local businesses.	Each scholarship will have its own eligibility requirements.	<ul style="list-style-type: none"> <li>▪ Start your scholarship search <i>early!</i> There are usually early deadlines for these outside scholarships. The application process may include an essay and/or an interview.</li> <li>▪ Search the Internet for scholarships. Helpful sites are: <a href="http://www.fastweb.com">www.fastweb.com</a> <a href="http://www.scholarships.com">www.scholarships.com</a></li> </ul>
<b>ROTC scholarships</b>	Scholarship award for students from the military or high school ROTC programs.	Students who participated in ROTC in high school or those who join in college are eligible.	<ul style="list-style-type: none"> <li>▪ Visit each of the five armed forces sites: <a href="http://www.armyrotc.com">www.armyrotc.com</a> <a href="http://www.afrotc.com">www.afrotc.com</a> <a href="http://www.nrotc.navy.mil">www.nrotc.navy.mil</a> <a href="http://www.uscg.mil">www.uscg.mil</a> <a href="http://www.usmc.mil">www.usmc.mil</a></li> </ul>
<b>Federal Work Study</b>	Program designed to allow students who cannot afford tuition to work while in school.	This program is based on students' financial need. Eligible students are typically contacted by the schools to which they are applying.	<ul style="list-style-type: none"> <li>▪ You will be assigned to a position, usually on campus.</li> <li>▪ Your pay often goes toward your tuition and school-related expenses, or you may receive a paycheck.</li> <li>▪ Many schools also offer a community service program, rather than a regular on-campus position.</li> </ul>
<b>Need-based Aid</b>	Financial aid given to students who are unable to afford the cost of college.	Eligibility is based on family income. All students are required to fill out the FAFSA (Free Application for Federal Student Aid Form).	<ul style="list-style-type: none"> <li>▪ Fill out the form online at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> or complete a paper application available at some libraries or college financial aid offices.</li> </ul>

<b>Financial Aid</b>	<b>What is it?</b>	<b>Eligibility</b>	<b>More Information</b>
<b>Student Loans</b>	A student loan is a sum of money borrowed from a school, bank, or other lending institution to fund educational expenses.	There are federal and private loans that are available to students in need. Eligibility for many federal loans depends on income level and progress in school.	<ul style="list-style-type: none"> <li>▪ Each loan will have an interest rate that is a percentage of the total loan amount calculated over the life of the loan. You are expected to pay both the amount of the loan and the total interest accrued.</li> <li>▪ The sooner you re-pay the loan, the less interest you pay.</li> <li>▪ It is best to seek a fixed interest rate loan since interest rates typically increase each year.</li>   <li>▪ Making timely monthly payments is important.</li> <li>▪ Your monthly payment is a percentage of your loan plus a percentage of the interest accrued.</li> <li>▪ Making payments on time is important because late or non-payment impacts your credit score. Poor credit reduces your chances of getting future loans for houses, cars etc.</li> </ul>



## *Week 8: Graduation Requirements for Metro Nashville Public Schools*

### Types of Diplomas

To meet the requirements for all diplomas, a student must have attained an approved attendance, conduct and subject matter record, which includes a completed graduation path.

The **Regular Diploma** will be awarded to students who:

- Earn the specified 22 units of credit (24 for Nashville School of the Arts; 28 for Hunters Lane High School) or satisfactorily completes an Individualized Education Program (IEP)
- Pass the TCAP Gateway exams in Algebra I, Biology I and English II

The **Academic Honors Diploma** will be awarded to students who:

- Earn the specified 22 units of credit (24 for Nashville School of the Arts; 28 for Hunters Lane High School) in the Scholars Program
- Attain an 85-92 average for the high school career
- Pass the TCAP Gateway exams in Algebra I, Biology I and English II

The **Distinguished Scholars Diploma** will be awarded to students who:

- Earn the specified 22 units of credit (24 for Nashville School of the Arts; 28 for Hunters Lane High School) in the Scholars Program
- Attain a 93-100 average for the high school career
- Pass the TCAP Gateway exams in Algebra I, Biology I and English II

The **International Baccalaureate Diploma** will be awarded to students who:

- Earn the specified 22 units of credit (28 for Hunters Lane High School) in the Scholars Program
- Earn a minimum of 24 points on culminating examinations in six subject areas
- Complete three core components: Extended Essay, Theory of Knowledge class and 150 hours of Creativity/Action/Service (CAS)
- Pass the TCAP Gateway Exams in Algebra I, Biology I and English II

The **Certificate of Attendance** will be awarded to students who:

- Earn 22 credits (24 for Nashville School of the Arts; 28 for Hunters Lane High School)
- **Have not** passed the TCAP Gateway exams in Algebra I, Biology I and English II

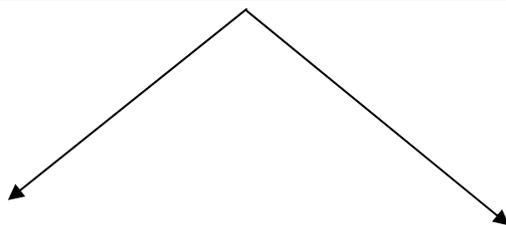
The **Diploma of Specialized Education** will be awarded to students who:

- Complete an Individualized Education Program
- Have not passed the TCAP Gateway exams in Algebra I, Biology I, and English

The **General Educational Development (GED)** test is no longer a means of exchanging a certificate of attendance or a specialized education diploma for a regular diploma. To exchange a certificate of attendance or a specialized education diploma, the individual must pass the TCAP Gateway exams in Algebra I, Biology I, and English II. Also the holder of a certificate of attendance must earn the appropriate 22 units of credit (24 for Nashville School of the Arts; 28 for Hunters Lane High School) to obtain a regular diploma. The holder of a specialized education diploma must also meet all the goals of his/her Individualized Education Program to obtain a regular diploma. No person may hold more than one certificate or diploma. A person must return the certificate of attendance or the diploma of specialized education before being awarded a regular diploma.

## Requirements for a Regular High School Diploma

Core Courses	Credits Required
<b>English</b>	4
<b>Math</b> (including Algebra I)*	3
<b>Science</b> (including both Biology and a physical science)	3
<b>Social studies</b> U.S. History – 1 credit Economics – ½ credit Government – ½ credit World Geography, World History, AP World Geography, AP World History, 1 credit** or Ancient History coupled with Modern History	3
<b>Physical Education</b>	1
<b>Lifetime Wellness</b>	1



### University Path

Course	Credits
<b>Foreign Language</b>	<b>2 (in the same language)</b>
<b>Visual or Performing Arts</b>	<b>1</b>
<b>Electives</b>	<b>4</b>
<b>TOTAL</b>	<b>22</b>

**Students choose one of these two paths or the dual path option.**

### Technical Path

Course	Credits
<b>Technical Courses</b>	<b>4 (Focused on a technical area)</b>
<b>Electives</b>	<b>3</b>
<b>TOTAL</b>	<b>22</b>

*TCAP Gateway Exams must be passed in English II, Algebra I and Biology I.*

*\*Only 1 course prior to Algebra I may count towards the math requirement.*

*\*\* Students are required to take one of these Social Studies courses. If a student chooses to take others, these courses would be electives*

## **Requirements for a Scholars Program Diploma**

*For Graduating Class of 2007 and Thereafter are as follows:*

To provide a more rigorous academic program for achievement-oriented and academically talented students in each school, the Metropolitan Nashville Public Schools Board of Education established the Metropolitan Nashville Public Schools Scholars Program for the pursuit and recognition of academic excellence. The Scholars Program provides for two levels of achievement: Academic Honors and Distinguished Scholar.

### **Objectives**

- To provide more opportunities for in-depth study in all subject areas
- To strengthen academic skills
- To intensify academic achievement
- To improve scores on college admission tests
- To increase options for university admissions, college majors and careers

### **Admission Policy**

A student choosing to participate in the Scholars Program should be willing to engage in the rigorous high school curriculum required by the Scholars Program to receive an Academic Honors Diploma, Distinguished Scholars Diploma, or an International Baccalaureate (IB) Diploma.

### **Curriculum**

The curriculum requirements for Academic Honors, Distinguished Scholar or IB Diplomas are those prescribed by the State Department, the IB organization and Metropolitan Nashville Public Schools. Students must pass Gateway examinations in Algebra I, English II and Biology I.

### **Beginning with the class of 2007, students shall:**

- Earn eight credits of Honors, Advanced Placement (AP) or IB courses in any subject
- No more than six of the eight credits may be Honors
- Two of the eight credits must be AP or IB. One of the two IB/AP classes must be in the junior or senior year
- Two of the Honors, AP, or IB credits must be in the junior year and two in the senior year
- The student must maintain a cumulative grade point average of 85

### **Scholars Designation/Grades**

The averages for Academic Honors and Distinguished Scholar will be computed from seven semesters of grade averages. The overall cumulative average for Distinguished Scholar will be 93-100. The overall grade average for Academic Honors shall be 85-92. These Scholars designations will be noted on the student's transcript and diploma. In computing numerical grades for an AP or an IB course, five points will be added to the numerical six weeks and examination grades. In computing numerical grades for honors courses, three points will be added to the numerical six weeks and examination grades. Any student who takes AP or IB examinations and passes (AP score of three or above or IB score of four or above) shall be reimbursed for the cost of the examination(s) by Metropolitan Nashville Public Schools.

Schools will determine the cumulative grade point average for all students who are participating in the Scholars Program at the end of the seventh semester. The Valedictorian and Salutatorian will have earned the highest grade averages among the Scholars.

Students who take the Scholars Program curriculum and fail to achieve an average of 85 will have “Scholars Program Curriculum” stamped on their cumulative record and transcript. They will receive a regular diploma.



## The Requirements for a Scholars Program Diploma

*For Graduating Class of 2007 and thereafter are as Follows:*

<ul style="list-style-type: none"> <li>• Earn eight credits of Honors, AP or IB courses in any subject.</li> <li>• No more than six of the eight credits may be Honors.</li> <li>• Two of the eight credits must be AP or IB. One of the two IB/AP classes must be in the junior or senior year.</li> <li>• Two of the Honors, AP, or IB credits must be in the junior year, and two in the senior year.</li> <li>• The student must maintain a cumulative grade point average of 85.</li> </ul>	<b>Credits Required</b>
<b>English</b>	4
<b>Math</b> (Algebra I, II and Geometry <i>or</i> Geometry, Algebra II and one advanced math course)	3
<b>Science</b> (including Biology and a physical science)	3
<b>Social Studies</b> U.S. History (Honors or IB/AP) – 1 credit Economics – ½ credit Government – ½ credit World Geography, World History, AP World Geography, AP World History, 1 credit** or Ancient History coupled with Modern History	3
<b>Physical Education</b>	1
<b>Lifetime Wellness</b>	1

### University Path

<b>Foreign Language</b>	<b>2 (in the same language)</b>
<b>Visual or Performing Arts</b>	<b>1*</b>
<b>Electives</b>	<b>4</b>
<b>TOTAL</b>	<b>22</b>

Students choose one of these two paths or the dual path option.

### Technical Path

Course	Credits
<b>Technical Courses</b>	<b>4 (Focused on a technical area)</b>
<b>Electives</b>	<b>3</b>
<b>TOTAL</b>	<b>22</b>

*In addition to meeting the core course and path requirements, the Gateway Exams must be passed in English II, Algebra I and Biology I.*

*\*In the 2003 - 2004 Program of Studies it incorrectly stated two credits in Visual or Performing Arts had to be earned.*

*\*\* Students are required to take one of these Social Studies courses. If a student chooses to take others, these courses would be electives.*

## Sample Four-Year Programs

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	Pre-Calculus with Trigonometry
Physical Science	Biology I	Chemistry I	Physics I
Foreign Language I	Foreign Language II	Elective	Elective
Physical Education	Wellness	Elective	Elective
Visual Arts I	World Geography	U.S. History	Government/Economics

## Sample Dual Path

*Business Technology Emphasis*

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	Pre-Calculus with Trigonometry
Physical Science	Biology I	Chemistry I	Physics I
Foreign Language I	Foreign Language II	U.S. History	Physical Education
Wellness	World History	Art I	Government/Economics
Keyboarding/ Keyboarding/Document Formatting	Integrated Input Technologies	Webpage Design – Site Designer	Network Essentials

## Sample Scholars Program Class of 2007

*Students Who Enter with High School Credits Earned in Middle School in  
Algebra I and Physical Science*

Grade 9	Grade 10	Grade 11	Grade 12
English I - Honors	English II - Honors	English III - Honors	English IV - AP
Geometry - Honors	Algebra II – Honors	Pre-Calculus with Trigonometry	Calculus AB - AP
Biology I - Honors	Chemistry I	Physics I	Physics - AP
Foreign Language I	Foreign Language II	Foreign Language III	Foreign Language - AP
Physical Education	Wellness	Elective	Elective
Visual Arts I	European History - AP	U.S. History - AP	Government/Economics

## ***Free Activities in Nashville for Mentees***

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An important part of the college application process is becoming involved in the community and experiencing local events or sites of interest. The following is a directory of free or inexpensive things to do in the Nashville area. In addition, there is a list of possible community service and volunteer opportunities for mentees.

### **Recreation Opportunities:**

#### **Bicentennial Mall near the Farmer's Market**

Every Friday through Sunday there is a flea market that attracts people from across the city. There is a food court inside that offers a variety of options.

#### **Centennial Park**

Centennial Park is an urban green space on West End Avenue with the world's only full-scale reproduction of the Parthenon. The monumental museum dates from the 19<sup>th</sup> century and the 100<sup>th</sup> anniversary of the founding of Nashville. The area around the museum contains a jog/bike path, fields for playing touch football or soccer, and benches for reading. Note: Centennial Park is free, but the Parthenon requires an admission fee.

#### **Tennessee State Capitol Building**

The Capitol was designed by William Strickland and occupied by the Union Army during the Civil War. You can use this opportunity to learn more about civic engagement, voting, and the legislative process. Find out when the legislature is in session and watch the lawmaking process in action.

#### **Radnor Lake State Natural Area**

Radnor Lake offers hikes, canoe floats, and special events each month. A variety of activities are available free of charge. However, many activities do require reservations. Reservations for programs open at 9:00am on the dates listed and will be taken until the activities are full. Check their website for more information or call 615-377-1281 to sign up for a scheduled activity. <http://www.radnorlake.org/welcome.asp>

#### **Warner Park Nature Center**

Warner Park offers hikes, star parties, and nature programs for all ages. Call 615-352-6299 for an event listing or check their web site.  
<http://www.nashville.gov/parks/wpnc.htm>

#### **Model Train Display**

The Nashville Garden Railway Society's 4,500-square-foot layout is located in Nashville's 100 Oaks Shopping Center, 719 Thompson Lane, directly in front of the second floor escalator. The display is open to the public on Sundays from noon until 4pm, and on many Saturdays from 11am-5pm.

## **Art Museums:**

### **Tennessee State Museum**

505 Deaderick Street. Phone: 615-741-2692

Hours: 10am-5pm Tues.-Sat.; 1pm-5pm Sun.

The permanent collection includes paintings, quilts, and displays pertaining to TN history, with a particular emphasis on the Civil War.

### **Vanderbilt University Fine Arts Gallery**

23rd & West End Avenues Phone: 615-322-0605

Hours: noon-4pm Mon.-Fri.; 1pm-5pm Sat.

Free. Call for hours during holidays.

### **Van Vechten Art Gallery at Fisk University**

Corner of Jackson Street and D.B. Todd Blvd. Phone: 615-329-8720

[As of Feb. 2006, Van Vechten is closed for renovations. Please call before visiting.]

Van Vechten is an intimate gallery with stellar works by such masters as Cezanne, Renoir, and O'Keefe. The collection includes more than 100 pieces from the Alfred Stieglitz Collection. The separate woodcut collection is an exceptionally beautiful and unique display of works by African-Americans.

## **Community Service/Volunteer Opportunities in Nashville:**

### **Christian Women's Job Corps (CWJC)-Nashville**

128 8th Avenue South

[www.cwjcnashville.org](http://www.cwjcnashville.org)

Contact: Rebekah Sumrall 615-244-3669

Tasks include providing childcare for preschool or school-age children while their mothers attend classes. You may help for two hours once or twice each month during any of the following times: Monday nights, 6:30pm-8:30pm, Preschool and school-age; Tuesday morning, 9:30am-11:30am, Preschool; Thursday afternoons, 4:30pm- 6:30pm, Preschool and school-age.

### **Catholic Charities – RIS**

10 South 6th Street

Contact: Kerry Marks 615-259-3567

Tasks include tutoring refugee youth in a variety of school subjects, participating in youth group activities, helping with homework assignments, and special activities. Program hours are M-Th 3:00-6:00pm, and volunteers can commit to one day or all week. Flexible days and times are also available to share a skill, talent, or hobby with refugee seniors.

## **HQM of Nashville**

2733 McCampbell Ave.

Contact: Katie Von Canon 615-885-0483

Love to sing? Play an instrument? The residents love to listen to music. Individuals or small groups can perform to brighten senior patients' days. This can be a special occasion or a recurring event. They are also looking for caring, friendly individuals to visit one-on-one with residents who are less involved in group activities. They are also seeking individuals or small groups to assist patients with small arts and crafts projects. Activities would be quick and simple projects for residents to keep, give as gifts to family, or use to welcome new patients.

## **Safe Haven Family Shelter**

1234 3rd Avenue South

<http://www.safehaven.org>

Contact: Bruce Newport (615) 256-8195

Jul 7, 2006 to Dec 31, 2006 6:00pm - 7:00pm

Volunteers are needed to prepare, bring, and serve dinner to residents. This is a great project for a family, community, office, church, or Sunday school group. The groups that serve dinner at the shelter always have a good time and enjoy interacting with the residents.

## **Nashville Rescue Mission**

639 Lafayette Street

[www.NashvilleRescueMission.org](http://www.NashvilleRescueMission.org)

Contact: Bobby Nichols (615) 312-1534

The Education Department Men's Program needs volunteers Monday through Friday to tutor in writing, math, and reading. General maintenance (computers) and clerical work are also available. The Women's Facility Family Life Center/Hope Center needs volunteers to tutor in math and writing from 1pm-8pm each day. Help is also needed daily serving lunch from 11am-1pm and dinner from 4pm to 6pm. Other opportunities are also available; call for more information.



## **Events and Special Activities:**

### **Big Band Dances in Centennial Park** (all free)

The Metro Parks Big Band Dances are a summer tradition in Nashville, attracting all levels of dancers, plus those who just come to enjoy the music. Concerts include free dance lessons from some of the city's best instructors and are held at the Centennial Park Event Shelter (behind the Parthenon, near the sunken garden).

### **Music in the Frist Center Lobby.**

On Thursday evenings from 5:30-7:30pm and Fridays from 5:30-8:30pm (with the exception of Frist Fridays), the Frist Center presents free music in the Grand Lobby.

### **Bluegrass at the Station Inn:**

Bluegrass is king at this club seven nights a week. The Sunday bluegrass jams are free. No reservations required. Popcorn is available for \$1. 402 12th S. (615) 255-3307

### **Dyer Observatory**

View stars and constellations at their best! Call 615-373-4897 for more information.

## **Shopping Malls**

Public transportation is available to most malls. You can look up directions to each mall on [mapquest.com](http://mapquest.com) or Google maps.

Green Hills Mall	2126 Abbott Martin Road
Cool Springs Galleria	1800 Galleria Boulevard
Hickory Hollow Mall	5252 Hickory Hollow Parkway
Rivergate Mall	1000 Rivergate Parkway
Opry Mills Mall	433 Opry Mills Drive
100 Oaks Outlet Mall	719 Thompson Lane

## ***Directions to Metropolitan Nashville Comprehensive Schools***

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<p><b>Maplewood High School</b> 401 Maplewood Lane Nashville, TN 37216 Phone (615) 262-6770</p>	<p>Take I-65 North. Exit Dickerson Road and turn left onto Dickerson. Turn left onto Maplewood Lane at the first stoplight (Wendy's is on the corner). Continue straight to the end of the street where you will see the school directly ahead of you.</p>
<p><b>Stratford High School</b> 1800 Stratford Ave Nashville, TN 37216 Phone (615) 262-6730</p>	<p>Take Church St. or Charlotte Pk. to James Robertson Pkwy. Go east on James Robertson Pkwy over the bridge. Keep straight down the street (the name will change twice, to East Main, then Gallatin Rd.) Turn right at Cahal Rd. (Krystal is on the corner). Go 1.4 miles on Cahal to Preston Rd. Stratford is on the left at the corner of Cahal and Preston.</p>
<p><b>Pearl-Cohn High School</b> 904 26<sup>th</sup> Ave North Nashville, TN 37208 Phone (615) 329-8150</p>	<p>Go west on Charlotte (away from downtown). Turn right on 28<sup>th</sup> Ave. Turn right onto Herman St. (at the 2<sup>nd</sup> traffic light). Turn left at the first street. Go two blocks and the school should be on the right side of the street.</p>

### **Public Transportation Routes**

#### **From Vanderbilt to Maplewood High School**

Take Route 3: West End to the Deaderick & 4th Shelter B stop.  
Transfer to Route 23: Dickerson Road.  
Get off on the Brick Church & Ewing stop.

#### **From Vanderbilt to Stratford High School**

Take Route 3: West End to the Deaderick & 4th Shelter B stop.  
Transfer to Route 4: Shelby.  
Get off at Piedmont & Stratford stop.

#### **From Vanderbilt to Pearl-Cohn**

Take Route 3: West End to the Deaderick & 4th Shelter B stop.  
Transfer to Route 19: Herman.  
Get off at Metro General Hospital.

# *Mentor Goal-Setting Worksheet*

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Goal \_\_\_\_\_  
Objectives  
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▪  
▪  
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## ***Ten Steps to Forming Effective Partnerships***

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- 1. Know the people; know the school; know the community.**
- 2. Take time to understand the setting, the culture, and the values of the community in which you serve.**
- 3. Know the reasons for the partnership.**
- 4. Build a framework of understanding between you and your community partners.**
- 5. Place the partnership in the framework of reciprocity of relationship.**
- 6. Be a teacher and a learner.**
- 7. Be a willing listener to the wishes of the community.**
- 8. Be mindful of the goals of the partnership and strive to reach those goals.**
- 9. Communicate, communicate, communicate with peers, community members, project leaders, and advisors to the project.**
- 10. Be professional, caring, and compassionate in all of your interactions.**

