



SCHOOL SUCCESS MENTOR INITIATIVE TRAINING

EXTERNAL MENTOR TRAINING

OFFICE OF STUDENT MENTORING INITIATIVES STAFF

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TRAINING SESSION OBJECTIVES

PARTICIPANTS WILL BE ABLE TO:

- Define School Success Mentorship- SCHOOL BASED MENTORING
- Understand the difference between a friend and mentor.
- Set appropriate boundaries with students.
- Use strategies for difficult student conversations.
- Use strategies to build and foster strong student relationships.
- Effectively mentor a CCS student.

MENTORSHIP WORKS

- Mentorship works when the mentor provides personalized and consistent guidance for navigating academic, personal and professional circumstances.
- According to The National Mentoring Partnership, vulnerable young people who have a mentor are:
 - 55% more likely to enroll in college
 - 78% more likely to volunteer regularly
 - 130% more likely to hold leadership positions

OFFICE OF STUDENT MENTORING INITIATIVES

OSMI

- Dr. Good's Vision
- Established November 2015
- 2015-16 piloted programs in:
 - 5 high schools (86 seniors)
 - Graduation Rate of 88%
 - 3 middle schools (143 6th graders)
 - Avg. absenteeism reduction of 8.31%
- 2016-17 expanded both programs to all high schools
 - Data from this year will be tabulated after August 2017 graduation

WHAT DOES IT TAKE TO BE A GREAT MENTOR?



REQUIREMENTS:

1. You only need a little experience and a lot of compassion to be a great mentor!
2. You have to care.
3. You have to have a story.

SCHOOL SUCCESS MENTOR INITIATIVE

PURPOSE:

To positively impact a young person's personal, academic, and professional growth by connecting them with a caring adult who will support them in the development and achievement of high school graduation and post-graduation goals and action plan.

SCHOOL SUCCESS MENTOR ROLE

SSM ROLE & RESPONSIBILITIES:

- Support 12th Grade Students to and through graduation
- Develop an action plan and set goals for:
 - High school graduation
 - Post high school higher education credentialing, certification, entering the workforce, starting a business, or joining the military
- Meet with their student(s) at least once a week during the school year at the school setting.
- Limited to school-settings & activities.
- No social media, no phone calls, texts, etc. with students
- Parental involvement is highly encouraged

SCHOOL SUCCESS MENTOR ROLE

SSM ROLE & RESPONSIBILITIES (CONT'D.):

- Participate in the site orientation and **matching process**
- Commit to meet with their student(s) weekly until graduation, whenever possible
- Regularly review student progress via academic folders (*explained later*)
- Serve as liaison between student and school personnel
- Connect with parents at least monthly (*OSMI monitors via activity logs submitted by mentors*)
- Participate in the closing ceremony
- Submit online weekly activity logs and training/annual program evaluation forms

PRACTICE MENTORSHIP CHARACTERISTICS



WARM UP GROUP DISCUSSION:

- Who was I in high school?
- What did I need from a mentor when I was in high school?
- What knowledge could I have benefitted from to help me prepare for life after high school?

PRACTICE MENTORSHIP CHARACTERISTICS



DISCOVERY AND NAVIGATION ARE THE CHARGES FOR MENTORING:

1. Work with your student to identify what the **real issues** are
2. Help your student develop and use **problem solving skills**
3. Help your student learn how to **navigate** their journey

PRACTICE MENTORSHIP CHARACTERISTICS



FRIEND VS. MENTOR GROUP ACTIVITY:

- Use your Venn Diagram to identify characteristics of a friend vs. a mentor
- Place any common characteristics in the middle space of the diagram
- Define **your definition of a mentor** and how you will share it with your mentee

PRACTICE MENTORSHIP CHARACTERISTICS



FRIEND VS. MENTOR DEFINED:

- *Friend*: A person attached to another person through mutual feelings of affection.
- *Mentor*: Someone who **facilitates personal growth** in an individual, generally **within a specific time frame** or **in response to a specific need**.

PRACTICE MENTORSHIP CHARACTERISTICS

ATTRIBUTES OF A GOOD MENTOR:

- Establishes a strong relationship with the student
- Understands student needs and constructively shares your relevant experience
- Helps student see the big picture/serves as a sounding board
- Commits to regular meetings/interactions with the student
- Listens actively/asks questions/challenges appropriately/withholds judgment
- Carefully probes to pinpoint the issues at hand
- Offers genuine interest in the student and their development
- Keeps the information the student shares in confidence
- Holds the student **accountable** for goals they set together
- Track/recognize/celebrate student progress/goal attainment, no matter how small
- Works with school staff to link student to resources as necessary
- Completes/submits online weekly activity log and program evaluation forms
- **Reviews student academic folders at least quarterly**

PRACTICE MENTORSHIP CHARACTERISTICS

STRATEGIES FOR THE FIRST MEETING:

1. Discover the student's interests and share yours.
2. Share what your **role is as their mentor** and establish **expectations and boundaries** that are comfortable for you both.
3. Ask open ended questions and take notice of the student's verbal and nonverbal cues as you get to know each other.
4. Give compliments and specific praise to reinforce behaviors you want to see more of.
5. Set at least one goal together and define what success will look like once the goal is achieved.
6. Establish realistic expectations and timelines.
7. Explain the term/role of a **MANDATED REPORTER**
8. Be Yourself!

PRACTICE MENTORSHIP CHARACTERISTICS



BOUNDARY & EXPECTATION SETTING GROUP ACTIVITY:

- In your table groups, determine the **Top 3 Rules of Engagement** for your mentoring relationship with your student.
- Choose a partner and take turns conducting a mock 1st meeting with your mentee. Be sure to share and explain your **Top 3 Rules of Engagement**.
- Share feedback with your table partners about how they did with setting boundaries and expectations.

STRATEGIES FOR TOUGH CONVERSATIONS

EXAMPLES OF TOPICS THAT MIGHT SURFACE INCLUDE:

- Alcohol & Drug Use
- Bullying & Social Media
- Family Issues & Abuse
- Gender Identity & Sexual Orientation
- Peer & Familial Relationships & Conflict
- School & Community Violence
- Sex & Sexual Health

STRATEGIES FOR TOUGH CONVERSATIONS



TOUGH CONVERSATION GROUP DISCUSSION:

- What concerns do you have with discussing these topics?
- How much would you share about a personal experience? Why?
- What are the benefits of sharing?
- What are the consequence of sharing too much?
- Thinking back to how you will set your boundaries up in your first meeting with your mentee, is there anything you want to add/change?

STRATEGIES FOR TOUGH CONVERSATIONS



1. Ask open-ended questions
2. Explain/discuss the consequences
3. Simply and directly state your disapproval of the behavior
4. Redirect

STRATEGIES FOR TOUGH CONVERSATIONS – ROLE PLAY

Select the topic that most concerns you. Partner with someone, share the topic. Have your partner role play the mentee. You have 3-5 minutes, then switch roles:

- Alcohol & Drug Use
- Bullying & Social Media
- Family Issues & Abuse
- Gender Identity & Sexual Orientation
- Peer & Familial Relationships & Conflict
- School & Community Violence
- Sex & Sexual Health

STRATEGIES FOR TOUGH CONVERSATIONS

ASK MORE QUESTIONS:

For instance, if a student wants to know if you've used drugs you could ask: *“Why are you asking? Is there something going on that makes you curious or uncomfortable?”*

STRATEGIES FOR TOUGH CONVERSATIONS

EXPLAIN THE CONSEQUENCES:

For example, if a student asks to do an activity that you feel is inappropriate, you may explain that *“it’s against the rules of the program and I don’t want to do anything that would jeopardize my ability to work with you.”*

You could also offer alternatives.

STRATEGIES FOR TOUGH CONVERSATIONS

SIMPLY AND DIRECTLY STATE YOUR DISAPPROVAL OF THE BEHAVIOR:

If a student begins to talk to you as if you are their best friend or says something you feel is inappropriate, you could say, *“I’m glad you feel close enough to me to share what you’re thinking. Because I am your mentor and not your best friend, I’m going to tell you what I think and challenge you to see things from another angle.”*

STRATEGIES FOR TOUGH CONVERSATIONS

REDIRECTION:

For less severe issues you may consider trying to connect back to a life lesson. For instance, if a student discloses alcohol use over the weekend and you have been discussing goal setting, ask them if alcohol use gets them any closer to their goals and engage them in a conversation.

STRATEGIES FOR TOUGH CONVERSATIONS

STEPS TO EFFECTIVE REDIRECTION:

1. Respond appropriately to the level of the disclosure.
2. Genuinely thank them for sharing/trusting you.
3. Allow them to verbalize their feelings.
4. Check your assumptions.
5. Offer perspective, you will always have more than they do.
6. Identify consequences with them.
7. Agree on next steps and follow up.

PARENT/GUARDIAN COMMUNICATION

1. Once matched and a relationship has been established, introduce yourself to the student's parent/guardian(s).
Within first 3 weeks.
2. Contact Parent/guardian(s) on a regular basis (at least 1/month)
 - Share a student strength and any progress
 - Share any concerns
3. If attendance becomes an issue:
 - Seek support from the school
 - Reach out to parent/guardian(s)

CHRONIC ABSENTEEISM

Attendance
Matters

CHRONIC ABSENTEEISM

MENTORING A STUDENT EXHIBITING CHRONIC ABSENTEEISM:

1. Place a call home each time a student is absent.
2. Meet with the mentee at least 1x/week whenever possible.
3. Make contact with the mentee at least 3x/week.
4. Track/recognize/celebrate mentee attendance/improvements.
5. Work with school staff to link student to support services.

CHRONIC ABSENTEEISM

DEFINITION

HB 410 Changes the definition of “CHRONIC TRUANT” to “HABITUAL TRUANT” to refer to any student who is **absent without legitimate excuse** for:

- 30+ consecutive hours
- 42+ hours in one school month, or
- 72+ hours in one school year

Previously, it was 5+ consecutive days, 7+ days in one school month, or 12+ days in one school year

CHRONIC ABSENTEEISM

STUDENTS WITH 72+ HOURS OF UNEXCUSED ABSENCES IN A SINGLE SCHOOL YEAR

SCHOOL YEAR	DISTRICT	ELEMENTARY K-5	6 TH GRADE	9 TH GRADE	12 TH GRADE
2014-2015	4,392	719	296	1,065	306
2015-2016	8,947	1,436	440	2,234	843
2016-2017	9,541	1,628	431	2,562	806
Grand Total	22,880	3,783	1,167	5,861	1,955

Department of Accountability & Other Support Services, June 22, 2017

Data Source: Infinite Campus

STUDENT ACADEMIC FOLDERS

ACADEMIC FOLDER PURPOSE:

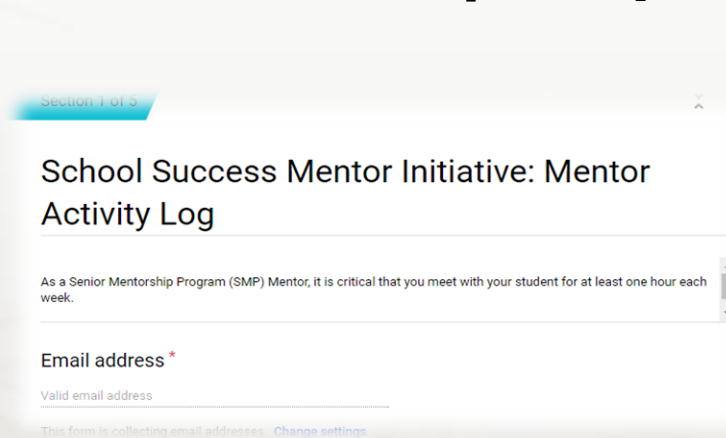
To keep mentor abreast of student progress toward graduation.

ACADEMIC FOLDER CONTENT:

1. AIR test results
2. Graduation planner
3. Internship hours completed
4. Transcript
5. VCAP Status
6. Interim & Report Cards
7. Class schedule
8. Directory of building contacts
9. School Year Calendar

COMPLETE PROGRAM FORMS & EVALUATIONS

1. The Weekly Mentor Activity Form <http://tinyurl.com/y88segh4>



Section 1 of 5

School Success Mentor Initiative: Mentor Activity Log

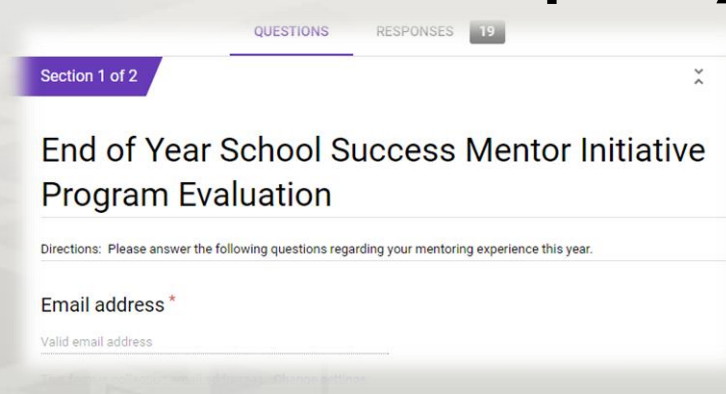
As a Senior Mentorship Program (SMP) Mentor, it is critical that you meet with your student for at least one hour each week.

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

2. End of Year Program Evaluation Form <http://tinyurl.com/yc2sm8f8>



QUESTIONS RESPONSES 19

Section 1 of 2

End of Year School Success Mentor Initiative Program Evaluation

Directions: Please answer the following questions regarding your mentoring experience this year.

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

THANK YOU!

- 🌐 FOR BEING HERE TODAY.
- 🌐 FOR SHARING YOUR TIME AND TALENT WITH OUR STUDENTS.
- 🌐 NEXT STEPS: **<http://tinyurl.com/y8abltrl>**

COMPLETE THE TRAINING EVALUATION
FORM