P-TECH Mentoring Program Playbook

2021 - 2022

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SAISD Mission, Vision, Values, and Beliefs

SAISD MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in college, career, or the military. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

SAISD CORE VALUES
- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

SAISD CORE BELIEFS
- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

P-TECH Commitment Statement

SAISD is committed to ensuring our students complete their academic journey with our district prepared and with access to high wage, high demand jobs. As a new model of public education, P-TECH, these school-within-school model campuses are helping close the gap between young

people's ambitions for college and careers and the specific skills needed by employers in high-growth industries. To provide this learning opportunity to students, P-TECH models represent the best of what public-private partnerships can look like, with students taking high school and college coursework simultaneously and engaging in industry-guided workforce development to be considered first in line for employment.

Welcome

We are excited that you want to be a mentor for SAISD students.

Why is college and career mentoring important for students?
★ Research shows that college and career mentors help students stay enrolled in school, stay focused on their career options and pursue their goals.
★ A college and career mentor lets a young person know that someone cares, that they matter and can have a bright future.
★ A college and career mentor can help students see the connection between what they learn in the classroom and the real world, as well as the education needed for entry into certain positions.
★ A college and career mentor can help a mentee better communicate with and relate to adults.
★ Your engagement will ensure our students have an opportunity for a beneficial mentoring relationship with a member of their community.

What are the benefits to my company?
❖ Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
❖ Introduces students to one or more of your employees.
❖ Helps your employees understand how to communicate with the next generation of workers.
❖ Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?
Individuals, community stakeholders and strategic partners that want to mentor SAISD students must follow the steps provided, externally, prior to mentoring students at SAISD:
❏ Complete internal company community engagement compliance requirements
❏ Complete the SAISD Volunteer Background check process.
❏ After the background check clears, complete P-TECH mentor training

❑ Connect with P-TECH Coordinator at the campus(es) selected

P-TECH Community: Diversity, Equity, & Inclusion Commitment Statement

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive P-TECH community consciously evolves to meet the changing needs of its partners, staff and students. Through recognition and support, an inclusive P-TECH mentoring community provides meaningful involvement and equal access to the benefits of citizenship. At SAISD, inclusion is embraced as a means of enhancing the well-being of every member of the community. By working together, a strong capacity provides a solid foundation and a richer future for the community as a whole.

Volunteering & College and Career Mentoring

Volunteering

The term volunteer is inclusive of all categories and/or initiatives, such as parent and community volunteers; boosters; chaperones; mentors; College & Career mentors; tutors; college student observers; business and community partners as well as other persons wanting access, work or to help in the school, (e.g. student teachers, interns, observers, agency nurses, etc.), or those who intend to do business with the school or District where students and/or minors are present. Each of these are occasions where a volunteer's time and commitment are welcome. SAISD volunteers have the opportunity to engage with students in a wide range of activities at every grade level. To learn more about volunteering, click here.

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College & Career Mentoring

College and Career Mentoring is a career exploration activity in which a student is matched one-on-one or in small groups with professionals to explore potential careers and related educational issues. Different from other mentoring programs, the college and career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers and postsecondary education/training. This is accomplished through formal and informal meetings organized at the school, in the workplace or online, but never in an unsupervised environment or the home. (Sometimes a mentor may work with and support a small group of students.)

The development of a trusting relationship between the student and the mentor is the key to a successful experience. Designed to meet specific learning outcomes, college & career mentoring is educationally rich, is tied to the curriculum, and helps students connect what they're learning in school with the workplace.

Legal Policy and Procedures

SAISD Criminal Background Check and Volunteer Training
The following link will provide the legal requirements regarding background checks and volunteer training: https://statutes.capitol.texas.gov/Docs/ED/htm/ED.22.htm

External Procedure
We are happy to help facilitate conversations or document completion of mentor-mentee engagement with your employer. To ensure efficient processing of your requested information, make sure that all clearances have been obtained from your employer, place of business, or college/university. After ensuring that all clearances are obtained, please contact the campus P-TECH Coordinator.

Procedure for Communication Between Mentor and Student
You may use the following tools to communicate with P-TECH students. Research reflects that an in-person mentoring engagement is recommended for most effective mentorship program outcomes, but there are various ways to properly communicate with students. After the mentor's volunteer background check has been completed, mentors can engage on campus and virtually. The following, are non-traditional ways to communicate with students:

- ● Zoom. Mentors can use Zoom as an effective video meeting platform. If you use Zoom to

connect with classrooms and or small groups, you must record the session.

    o You can download Zoom as a cell phone app and use it as a video app tool

    o Ensure you record each session and acquire chat transcripts for any conversation

    o Ensure your background is appropriate.

● Email. Mentors are encouraged to use email to contact students in a professional manner.

    o Email is not the best way to successfully contact students, but you can use it to share information or recap your conversation with P-TECH students

    o Always use SAISD email for these interactions

● Social Media. Our students live in a digital world and apps like Instagram and Facebook can be good ways to connect with students.

    o Engage in activities that abide by federal/state law and regulations

    o Point students to follow official SAISD accounts, or your professional social media accounts. While not illegal, it is not recommended to friend/follow students or allow students to friend/follow you.

Confidentiality, Abuse, and Neglect

You will be working with students who may disclose issues and or very personal information. Maintaining this confidentially is very important to preserving the dignity of our students and complies with federal privacy acts. Mentors must treat all information about students or the student's family as strictly confidential.

Confidentiality means having others trust or confidence and being trusted with private information.

The law does require any person who believes that a student is being abused, neglected, or exploited to report the circumstances to the Texas Department of Family and Protective Services (DFPS) Abuse Hotline (see number below). A person making a report is immune from civil or criminal liability, and the name of the person making the report is kept confidential. Any person who suspects abuse and does not report it can be held liable for a Class-A misdemeanor.

For life threatening or emergency situations, call your local law enforcement agency or 911 immediately, and then make a report to DFPS.

There are two options for reporting abuse, neglect, and exploitation:
- By Phone: Call the Abuse Hotline, 24 hours a day, 7 days a week, toll-free 1-800-252-5400 from anywhere in the US to report abuse or neglect that occurred in Texas.
- By Secure Website: Go to https://www.txabusehotline.org. You should see directions to the links to report abuse or neglect against mentees. Recent improvements to the site include a registration page, ability for the user to print the report, left side navigation, and spell check. If you have trouble or questions about making a report on the website, call (512) 929-6784 or 1-800-252-5400 for help.

The Student and Academic Support Services team provides assistance in a variety of program areas. Please visit our department page to learn more about our programs and district resources.

P-TECH Mentoring Program Components

Program Overview
Mentoring is a crucial component of the P-TECH 9-14 model. Through mentoring, industry professionals are invited into the school community. They offer students with meaningful academic, workplace learning and social/emotional support. Likewise, mentoring gives students an adult role model and a guide who works in the field they are studying. Mentors can also provide emotional support, encouragement, and meaningful feedback on coursework. Effective mentoring programs provide consistent contact with the mentors, clear expectations and guidelines for both mentors and students, and structures within which mentors and students can interact. These can include field trips, outings, and guided discussions. High-quality programs

include mentors who can speak to and address challenges in students' lives, can relate to students, and understand the role of a mentor. Mentors and students need to meet on a regular basis, working together on projects, coursework, or homework. Some mentor relationships will continue for several years, while others may last just a year or for the duration of an internship.

Schools should select a diverse group of mentors and consider making gender-based matches, if possible. Schools may consider inviting other employers to provide enough mentors to serve all students as well as give students exposure to a range of companies. Quality mentoring programs also exhibit a commitment to ongoing mentor training and development, as well as procedures for monitoring and evaluating the program.

Mentorship Program Support
SAISD Roles & Responsibilities*

Below, please find the general roles, responsibilities and expectations for campus staff, teachers and administrators that are connected to P-TECH programming. These general roles, responsibilities and expectations are structured to ensure wrap-around academic and social support for all students and their families. Modification to any of the roles, responsibilities and

expectations listed below must have written approval from the Assistant Superintendent of College, Career and Military Readiness.

	Principal	P-TECH Coordinator	School Counselor	P-TECH Support Teacher (P-TECH ONLY)

Instructional Leadership	Sets expectations for quality teaching and learning
	   lesson plans following the district scope and sequence
	   instructional resources aligned to course standards
	   instructional strategies
	   Assessments
	   student work
	
	Monitors and provides feedback directly to teachers
		Provides direct support to classroom teachers in the areas of curriculum, instruction, and assessment through research-based instructional practices
		
		Supports the appropriate use of standards-aligned instructional resources
		
		Monitors IHE collaboration connected to curriculum alignment and faculty development
			Alongside principal and P-TECH Coordinator, create and monitor master schedule for P-TECH students
			
			Communicate consistently and effectively with District Dual Credit Coordinator regarding course changes and agreements
				Assists with professional development to teachers to ensure understanding of the curriculum including standards, scope and sequence and instructional resources
				
				Ensure project based learning environment and classroom management
				
				Assist P-TECH Coordinator with formative and summative assessment data to provide suggestions to teachers for core instruction, remediation, and interventions
				
				Monitor HS and IHE P-TECH teacher engagement, collaboration and compliance with SAISD and IHE partners faculty development plan

Student Achievement **&** **Teacher Collaboration**	Disaggregates data to identify instructional areas of focus for schools, individual teachers, and students Communicates campus goals and interim targets Ensures a system is in place to effectively monitor the plan for improvement	Disaggregates data to identify instructional areas of focus for individual teachers and students Works with teachers and administrators to develop intervention plans for students Provides small group instruction to targeted groups of students	Supports implementation of assessment management, intervention planning, and CCMR monitoring for the campus and department Monitors student persistence and communicates with P-TECH Coordinator and Support teacher effectively	Assist P-TECH Coordinator and students with classroom management, advising, intervention planning, and CCMR monitoring for the campus and department Monitor mentorship program engagement, project -based learning and identify workbased learning opportunities connected to curriculum
Professional Growth	Directs and guides the work of the instructional coach, providing feedback for improvement and evaluation Responsible for appraisal of teachers Conducts walkthroughs of teachers and gives feedback using the Texas Teacher Evaluation and Support System (T-TESS)	Provides professional development in content specific resources and instructional practices Uses SAISD's selected coaching model to provide instructional feedback to teachers Supports and highlights teachers who can serve as models for other teachers Supports and provides mentoring for teachers in need and coaching toward meeting principals' expectations	Collaborates with Counseling directors to develop professional learning that is responsive to student and teacher needs. Plans and facilitates department professional development Participates in the planning and facilitation of campus-wide professional development. Uses SAISD's selected coaching model to provide instructional feedback to teachers.	Coordinates with the district to ensure coherence regarding professional development for teachers Uses SAISD's selected coaching model to provide instructional feedback to teachers

*Coming soon, additional support from a Work-Based Learning Coordinator.

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Mentor Training and Support

Initially, P-TECH College and Career Mentors will complete SAISD volunteer training. Once cleared, mentors will receive P-TECH Mentor Training slides via email. Upon completion of required training for P-TECH mentors, mentors will be connected to the P-TECH campus of their choice.

Throughout mentorship program participation, there will be additional mentor support resources available.

Matching Mentors with Students

P-TECH Coordinators will match students with mentors based on grade level, modality, and mentorship activity. Tracking student-mentor engagement, mentorship activity planning and program evaluation will also be facilitated by the campus P-TECH Coordinator.

Mentor Role

The mentor's primary role is to provide insight into the world of work and to engage the students in an ongoing dialogue about the skills needed for success in the 21st century workplace. Mentors can discuss practical questions and issues related to college and career, in their specific industry. In situations where students are struggling with academics, personal issues and/or attendance, mentors can provide much needed non-academic social/emotional support to help students stay engaged in school. The main role of mentors is to:

- Develop a strong, trusting positive relationship that spans school, work and personal domains;
- Communicate effectively with industry liaison and campus staff about mentor activity coordination
- Assist students in developing professional networks;
- Help students in developing greater initiative, increased independence, and self-reliance;
- Help students identify and resolve potential obstacles;
- Support students as they prepare for internships; and
- Provide feedback and advice during internship experiences.

Student Role

SAISD students are expected to ensure they exhibit timeliness, professionalism, and to take initiative in growing their skills and professional network as outlined in their Student Commitment Form (see appendix).

Mentorship Modes

A P-TECH 9-14 school may choose to use a variety of different mentoring modes. By using a combination of mentoring models, it provides different opportunities for the students to engage and gives mentors options to choose from based on the time they have to commit. Some of the different mode include:

- Traditional mentoring (one adult to one young adult);
- Small group mentoring (one adult to as many as four young people);
- Team mentoring (several adults working with small groups of young people, in which the adult-to-youth ratio is not greater than 1:4);
- Large group mentoring (one or two adults to 7-10 students);
- Peer mentoring (caring youth mentoring other youth); and
- E-mentoring (mentoring via email and the Internet).

It is recommended that a school set up different tiers of mentoring options – each one offering a different amount of engagement for the mentor. This way mentors are aware of the time commitment and can sign-up based on their schedule and availability. This helps to reduce the likelihood that mentors will withdraw from the program during a school year.

9th	11th
• Guest Speaker Series (Exploration) • Team/Large group College & Career mentoring (2-3:7-10) • Industry tours and field trips • College & Career workshops (resumes, workplace and social etiquette, etc.)	• Job Shadowing • Traditional mentoring (1:2-3) • P-TECH Networking • Classroom support (alignment of classroom and workplace learning) • Job Performance Panels
10th	12th
• Industry tours and field trips • Guest Speaker Series (Career specific) • Career workshops (resumes, workplace and social etiquette, etc.) • Small group mentoring (1-2:4-5) • Classroom support	• Internship support • Traditional mentoring (1:2-3) • Post-Secondary support • Classroom support

Mode Types

SAISD P-TECH Mentorship program will operationalize the relationship between mentors and students using *Schoolinks*. The Schoolinks platform will allow In person and technology-enabled mentoring. During your mentorship program training, there will be information on how to log in and engage.

In person and technology-enabled mentoring:

In-person opportunities help build powerful relationships between mentors and students. The benefits of in-person mentoring include helping students define individual goals and find ways to achieve them, exposing students to new experiences, encouraging positive choices, promoting self-esteem, supporting academic achievement, and introducing the students to new ideas. In-person mentoring also gives students the opportunity to talk and think through a problem at home or school. It also helps with relationship building between the mentor and the mentee. The primary challenge of in-person mentoring is scheduling, as mostworking professionals are not available for mentoring activities during the school day. In addition, it requires close supervision to guarantee that appropriate boundaries and safety are maintained. Schools should have at least one staff person assigned to support in-person group mentoring activities, and in programs where one-to- one mentoring activities take place, mentors must be carefully screened.

Industry professionals are busy, so online tools can provide a meaningful and convenient way for professionals to contribute their time and talents in schools. E-mentoring takes place via the Internet and allows mentors and mentees to develop a relationship by exchanging messages online. It makes mentoring available to mentors and young people who otherwise might not be able to meet easily because of time or travel constraints. It can help young people learn more about high-tech communications and improve their writing skills, and offers young people the chance to develop a relationship with one or more adults. The challenges of e-mentoring include technology availability and the lack of training on how to use the technology. In the same way that structure has to be considered for in-person mentoring, it also is vital to a well-run online mentoring program. Both the mentor and mentee need to be invested in weekly communication, and it is helpful if this structure is provided for the student, at least in the beginning of the program.

The most beneficial scenario for our mentoring program is that it has a combination of both in-person and E-mentoring. For example, for those partnerships focusing on online mentoring, the school might want to host two mandatory, face-to-face opportunities for mentors and students: one at the beginning and one at the end of the school year. Speaking opportunities, worksite visits, and project days also give mentors opportunities to meet their students in person. Likewise,

if a program is focused on in-person mentoring, the instructor for the Workplace Learning class could embed time within the curriculum for students to correspond at least once a week with their mentors via an online platform. It is helpful to create an incentive system that empowers students to login on their own or in class on a weekly basis. By giving students a designated time to converse with their mentors, outside of when they meet in-person, they have the opportunity to further the relationship and have more accessibility to their mentor as well as learn how to manage their time and professional correspondence.

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Special Programs

If you have any concerns or questions about P-TECH programming, please reach out to the campus P-TECH Coordinator. Should you have any questions regarding any of the programs below, please contact the department noted.

Special Education

The Department of Special Education Services promotes inclusion and supports students with disabilities in gaining college and career readiness, and independent living skills through a rigorous, nurturing learning environment, high-quality instruction, and support services that enable all students to reach their full potential. Please contact the [Disability Services department](#) for more information on volunteering and or mentoring opportunities.

Dual Language

SAISD's Dual Language model provides bilingual instruction in an instructional setting where language learning is integrated with content instruction. The SAISD model ensures that at least 50% of core content is delivered in Spanish throughout the instructional day. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of the other language at the beginning of the program. The goal is the promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement with special attention given to students classified as English Learners. The greatest benefit of Dual Language education is the cognitive advantage that students in this program experience over time.

The greatest benefit of Dual Language education is the cognitive advantage that students in these programs experience over time. Students in Dual Language programs have proven to be one to two grade levels ahead of their peers not in the program and report being more connected with

their cultural identity and home language. Dual Language students are also more engaged with instruction, have higher levels of self-esteem and confidence, show greater attendance rates, and receive much fewer behavioral referrals than their peers. These students also have much higher high school graduation rates than their non-participating peers (Collier & Thomas, 2017).

Our students would benefit from experiences that provide them access to use the Spanish language to connect to and give back to their local communities. This could be in whatever field most interests them (medical, social services, arts, etc). We would also like to facilitate opportunities for students to see how bilingualism has positively impacted the careers of role models that grew up in similar home environments (1st gen college graduates, undocumented and DACA recipients). Please contact the Dual Language, ESL & Migrant office for more information on mentoring dual language students.

Post Secondary Initiative

San Antonio ISD seeks to transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. We contribute to that mission by supporting students' postsecondary aspirations through college advising and counseling focused on improving students' postsecondary awareness, readiness, access, and success.

SAISD mentors is an outreach campaign to mobilize high school seniors' dreams and aspirations. SAISD Mentors recruits professional SAISD central office staff and connects them with counselors to support their efforts in supporting seniors to and through college. SAISD central office staff interested in being a SAISD Mentor, please contact the office of Postsecondary Initiatives.

CAST (The Centers for Applied Science & Technology) System Mentoring

CAST Schools are partnership schools, co-created by industry, civic leaders, and other external partners, who participate in decisions about curriculum, budget and school governance. In addition to their critical role in the school design, our partners provide mentorship, real-world work experiences, internships, and job opportunities, shaping the College & Career readiness of students and helping them seamlessly transition into college or the workforce while nurturing a homegrown and committed source of talent. Please contact https://castschools.com/ for more information about CAST programming.

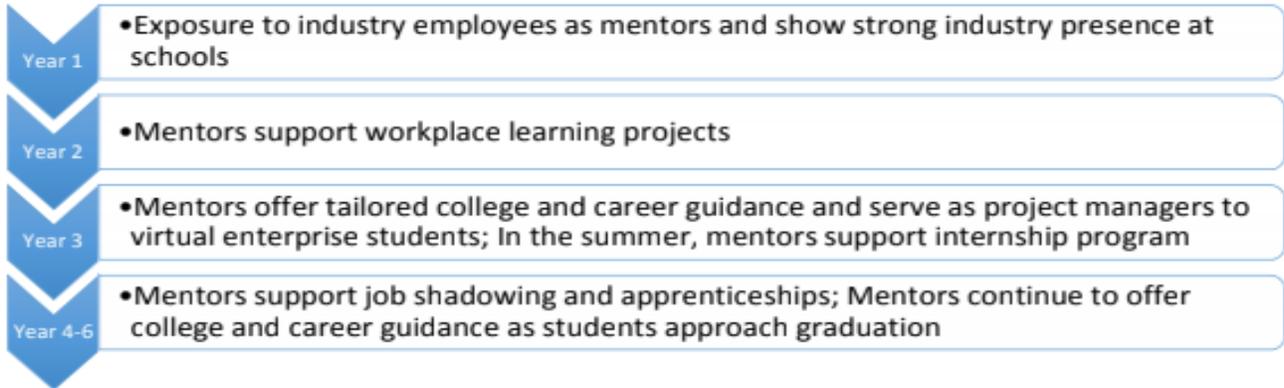## Campuses' Annual Requirements & Evaluative Data

Each P-TECH campus shall submit an annual mentoring plan to the P-TECH Department by <u>August 31st</u>. This plan will allow community stakeholders/volunteers and industry partners an opportunity to plan consistent and meaningful engagement with P-TECH students. The formal plan will include, at a minimum, the following items:

➔ tentative calendar of events
➔ areas where activities are aligned to the P-TECH blueprint and SAISD Board goals (see below for reference purposes)
➔ anticipated outcomes
➔ principal's signature of approval
➔ identified resources
➔ number of anticipated/participating students per field as well as mentors
➔ type of mentoring to take place
➔ explanation of how engagement for students/partners will be ensured and maintained
➔ monitoring and feedback methodology for determining the plan's effectiveness

As a reminder, P-TECH programs use a cohort model. Based on the grade level, student

enrollment varies; therefore we can generally anticipate approximately 300 mentorship program participants per year.

P-TECH College & Career Mentoring Program Anticipated Annual Outcomes

Year 1	• Exposure to industry employees as mentors and show strong industry presence at schools
Year 2	• Mentors support workplace learning projects
Year 3	• Mentors offer tailored college and career guidance and serve as project managers to virtual enterprise students; In the summer, mentors support internship program
Year 4-6	• Mentors support job shadowing and apprenticeships; Mentors continue to offer college and career guidance as students approach graduation

For reference the P-TECH Mentor/Mentorship Compliance Benchmarks per TEA's P-Tech Blueprint are as follows:
- Benchmark 3: Strategic Alliances (1.b & c)
- Benchmark 4: Curriculum, Instruction and Assessment (5.a)
- Benchmark 5: WBL (3.d.)
- Benchmark 6: Student support (1.g.) (MODEL)

Additionally, metrics aligned to the following goals and priorities should be included as well.

GOAL: To streamline mentorship programming at SAISD by identifying strategic priorities connected to district mission, vision and board goals:

Strategic Priority #1: mentor mentorship program goals to dept. mission; begin with the end in mind

Strategic Priority #2: Create, implement, and execute plan for mentors and mentees

Strategic Priority #3: Measure outcomes and evaluate success; report ratios

P-TECH College & Career Smart Goals

All programming evaluative data to be submitted no later than <u>May 31st </u>each school year.

Glossary

College & Career Mentor - a business or industry partner who has committed to engaging with a student(s) in order to provide a College & Career exploration activity to explore potential careers and related educational issues.

E-Mentoring - takes place via the Internet and allows mentors and mentees to develop a relationship by exchanging messages online. It makes mentoring available to mentors and young people who otherwise might not be able to meet easily because of time or travel constraints.

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Inclusion - a way of thinking and acting that allows every individual to feel accepted, valued, and safe.

In-Person Mentoring - helping students define individual goals and find ways to achieve them, exposing students to new experiences, encouraging positive choices, promoting self-esteem, supporting academic achievement, and introducing the students to new ideas. In-person mentoring also gives students the opportunity to talk and think through a problem at home or school. It also helps with relationship building between the mentor and the mentee

P-TECH - an education model in which students take high school and college coursework simultaneously as well as engage in industry-guided workforce development so that they may be considered first in line for employment.

Student Centered - refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students

References and Resources

References
- www.ptech.org
- http://www.imentor.org/our-mentoring-model
- http://wbltoolkit.cte.nyc/career-mentoring/

Resources
Several organizations have developed resources that can help support an effective mentoring program. The programs listed below offer ideas, engagement data, and testimonials from mentors and mentees about their experiences. Also below, please click on the links to additional mentor training opportunities. Please utilize these examples of successful mentoring programs for your reference:

icouldbe
Overview: "The mission of icouldbe is to provide at-risk middle and high school students with an online community of professional mentors, empowering teens to stay in school, plan for future careers, and achieve in life. Icouldbe uses technology to re-imagine the power of mentoring by bringing students and mentors together in a safe, evidence-based virtual e-mentoring community."
- Curriculum: https://www.icouldbe.org/standard/

Virtual Enterprise
Overview: Virtual Enterprises (VE) is a simulated business that is set up and run by students with the guidance of a teacher/facilitator and a business partner. This program allows students to experience all facets of being an employee in a firm in an actual business environment. Students are involved in every aspect of running a business. This simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the goal of the company. In addition, the simulation conveys the expectations of the workplace. With communication links to nearly 3,000 VE firms around the world, the program exposes students to different cultures, business practices and currencies and gives students a broader international perspective. By combining a rigorous curriculum with hands-on application of many academic skills, VE aims to prepare students for both careers and college."[1]
- Curriculum: https://veinternational.org/

iMentor

Overview: The iMentor model is designed to work in collaboration with schools to enable mentors to effectively advance a young person's ambitions for college and life. The model is a blended model in that it offers a direct-service program with in-person sessions as well as an online portion that allows for communication and additional opportunities for implementing the curriculum. iMentor assists public high schools that face critical challenges preparing students for college by providing every student in the school with a mentor. This community of mentors is integrated with existing supports in a school to create a college-going culture. Students are matched one-to-one with same-gender, college-educated mentors for three to four years. Once matched, mentors and mentees exchange weekly emails and meet once a month in person. iMentor utilizes technology to enhance personal relationships. Their online mentoring platform facilitates mentor-mentee engagement through a secure email system, curriculum guidance and resources, and meeting scheduling. It also allows staff to implement an effective program with a pair matching algorithm, case management tools, and real-time program evaluation tools.[2]

- Curriculum: https://imentor.org/

National Mentoring Resource Center:

https://nationalmentoringresourcecenter.org/

Social Emotional Learning Alliance:

https://sel4ca.org/race-equity-sel/

MENTOR:

https://www.mentoring.org/resource/social-emotional-learning/

Appendix: Forms

Mentor Commitment

Should your company's policies and procedures conflict with any of the requirements, please contact P-TECH Campus Coordinator for assistance.

Please know that we do not expect you to become an expert in counseling and advising. As an ear to listen and a voice to advocate, your belief in our students is the mindset needed in order to meet the following recommendations for mentee engagement and development:

- *Complete one virtual training session and sign acknowledgement form*
- *Virtual monthly check-ins with your P-TECH Coordinator will be available*
- *Reach out to students mentees at least twice a month via mode identified with P-TECH Coordinator (SCHOOLINKS)*
- *Submit referrals regarding student concerns*
- *Establish rapport with students, help them shape next steps, and provide encouragement*
- *Be dependable and on time for meetings*
- *Always keep all contact professional with students and their families*
- *Participate in school events as needed*
- *Use remote communication tools, such as zoom, phone calls, and texts*
- *Report students who confide that they are a victim of physical, sexual, or emotional abuse*
- *Treat students of all races, religions, and cultures with respect and sensitivity*
- *Use positive reinforcement techniques such as shout outs and encouragement*
- *No gifts should be given to your mentee*
- *Never give alcohol nor any kind of medication or drugs (controlled substances) to a student*
- *Dress appropriately and wear clothing that would meet SAISD dress code(s)*
- *Never use any form of communication that includes profanity or content sexual in nature with students*

- *Notify the SAISD P-Tech campus contacts if there are any difficulties working with students*
- *End Of Year Feedback*

I agree with all the above stated. I will be responsible and reliable to my mentee and to the P-TECH Mentoring Program.

_____   _____

Date   Mentor Signature

College & Career Mentor Checklist

Employer College & Career Mentoring Tip Sheet

Thanks for agreeing to be a College & Career mentor! As you think about how to best prepare for the experience, keep the following success factors in mind.

Before College & Career Mentoring

- ❏ Commit to stay engaged for a minimum of one year and possibly through to graduation.
- ❏ If you have questions or concerns, discuss them with the P-Tech Coordinator or P-TECH Support teacher.
- ❏ Provide teachers with website link(s) about your company, industry and profession to help your mentee prepare questions.
- ❏ Find out what your mentee is currently studying so you can link the classroom with the workplace and support key concepts.

During College & Career Mentoring

- ❏ Meet or communicate regularly with your mentee. Some activities will be organized by the coordinator and some contact will be generated by your mentee or yourself via email.
- ❏ Follow all school and company rules, including volunteer policies and boundary/equity issues. Make sure there's no face-to-face connection outside of supervised and approved activities.
- ❏ Regularly review the information on what your mentee is studying, and ask questions about it. Provide feedback on their work.
- ❏ Pay attention and show your mentee that you're listening.
- ❏ Make it real. It's all about the relationship you're able to develop with your mentee.
- ❏ Help your mentee focus on learning about and practicing professional skills.

- ❏ Share the educational and career path you took to your current position.
- ❏ Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.
- ❏ If possible, share mistakes you've made and how you have addressed problems.
- ❏ If you can no longer be a mentor, give as much notice as possible, try to recruit someone else, and make sure your mentee knows why you need to stop and that it has nothing to do with him/her.

After College & Career Mentoring

- ❏ Provide feedback to the P-TECH Coordinator to improve future College & Career mentoring experiences. Complete the Mentor Reflection Evaluation.
- ❏ Consider how you might use the College & Career mentoring experience to promote your company's visibility in the community.

Go Deeper

- ❏ Consider having your mentee shadow you at work for a day.
- ❏ Arrange an internship at your company for your mentee. Check in regularly around his or her progress.

Student Expectations/Commitment

I, _____, as a student in the P-TECH Mentoring Program, agree to the following:

Responsibilities to my mentor:
- ❏ I am entering into a relationship based on mutual trust. In order to build and maintain this trust I will be respectful of my mentor's time. I will uphold my responsibility to maintain communication with my mentor. I will notify my mentor if I am unable to make our scheduled meeting.
- ❏ I understand that my mentor is required to report any information that I may share that involves illegal behavior or which could be potentially harmful to me or someone else.
- ❏ I will use a planner/calendar to remember meeting times with my mentor.
- ❏ I have read and understand the information in the Student Handbook, including the Student Rules and Guidelines, and Program Policies. I agree to address any questions or concerns I have with the material provided in the handbook.

I agree with all the above stated. I will be responsible and reliable to my mentor and to the P-TECH College and Career Mentoring Program.

_____   _____

Date   Student Signature

As guardian of the above student, I agree to assist my child to meet these responsibilities of the P-TECH College and Career Mentoring Program in order for them to receive the most benefit from the mentoring relationship. I have read and agree to the program policies and guidelines stated in the handbook.

_____   _____

Date   Parent/Guardian

Student College & Career Mentoring Checklist

College & Career mentoring is a great way for you to get one-on-one support from a professional in a field that interests you. You and your mentor will make a long-term commitment to work together (generally, at least a year). During that time, you'll regularly communicate, giving you the chance to get answers to your College & Career questions and practice professional behavior. Below is a checklist to help you get the most out of your College & Career mentoring experience. Read through the list and check off things when you complete them.

Have you done all you can to prepare?
- ❏ Fill out and turn in any required forms.
- ❏ Participate in pre-College & Career-mentoring opportunities in your class.
- ❏ Meet with a teacher or coordinator about what you want to get out of your College & Career mentorship (e.g. communication skills). These are your learning objectives.
- ❏ Research your mentor's company. Check out their website and write at least three questions that address what you'd like to know about the mentor and his/her job.

Have you thought about what you can do to make College & Career mentoring a big success?
- ❏ Dress appropriately and arrive on time, every time.
- ❏ Be respectful. Make sure your phone is off during meetings/activities.
- ❏ Pay attention to what your mentor shares with you and the advice you receive.
- ❏ Be engaged. When you hear something that interests you, ask if it's okay to take notes.
- ❏ Work toward your learning objectives.
- ❏ Try to make connections between what you're hearing and what you're learning in class.

When the College & Career mentoring is over, how will you keep moving your College & Career forward?
- ❏ Reflect on the experience. Talk to your classmates and teachers about the mentoring and whether you're interested in pursuing a career in your mentor's industry.
- ❏ Participate in classroom activities that help you think about the value of College & Career mentoring.
- ❏ Update your Employability Skills Profile and think about next steps in moving your College & Career plans forward.
- ❏ Give feedback about the mentoring experience. If you feel it wasn't a good match, let your teacher or coordinator know so you can be connected with someone else.

> **Are you Ready for Game Day?**
>
> Have you…
> - Completed all required forms?
> - Set your learning objectives?
> - Researched your mentor's company?
> - Prepared your questions?
> - Arranged transportation?
> - Thought about what you'll share at you first session?

❏ Send a thank-you letter to the mentor for taking the time to work with you. Think about staying connected on LinkedIn or elsewhere.

❏ Ask your College & Career mentor if you can use them as a reference.

❏ Share your experience with your peers on social media. Perhaps a blog post?