



## ***NEW MENTOR TRAINING***

Take Stock in  
**Children<sup>®</sup>**

SERVING  
NASSAU COUNTY

# Agenda

- State Mandatory Training Module
- Program Overview
- Mentor Characteristics and Expectations
- Approach for Mentoring Sessions
- Role Playing
- Special Considerations

# Introductions

- Name
- “Home town”
- Current town/neighborhood
- Vocation

# State Recorded New Mentor Training

- Thank you for watching the State Office's *New Mentor Training* recording!
  - New requirement by Florida Department of Education linked to State-wide funding
  - Minor exception: We currently identify students in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades (not 6<sup>th</sup>)
- We welcome your feedback on how to make this Nassau affiliate training more tailored

# Mission Statement

Our mission is to break the cycle of poverty for low-income, academically qualified students by providing opportunities for a post-secondary education. We offer college scholarships to students, provide caring volunteer mentors, and instill hope for a better life. Our comprehensive services begin in middle school, continue through high school, follow the student's transition into college, and culminate in post-college employment.

# Program Fundamentals

- **WHAT:**

- Awards a 120-credit hour, 4-year college scholarship to deserving students; scholarship only for tuition & fees, purchased from FL Pre-Paid Foundation/ Project STARS [provides matching funds for purchase costs]
- Students meet weekly\* with adult mentors during each school year

- **WHO:**

- Eligibility of student candidates determined by financial need, good school behavior and attendance, minimum 2.5 GPA
- Available to 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students in Nassau County public schools

*\* Students are required to be mentored at minimum two times per month for 30 minutes. Our TSICN standard is weekly, and we prefer students meet in person as much as possible. Our affiliate is evaluated on number of mentoring sessions, and the score we receive dictates grant reimbursement from the Department of Education.*

# Identifying and Accepting New Students

## HOW:

- Initial contact with students and families done at beginning of school year from school-provided list of income eligible candidates
- Students/families receive the TSIC Student Application
- Applications reviewed and evaluated
- Number of accepted students is directly dependent upon the TSIC Scholarship Funding available
- Interviews with students/families; final assessment
- New students/families inducted with special celebration event in Spring

# TSIC Program Components

- **MENTEES (STUDENTS)** – sign contracts agreeing to maintain good grades and behavior, and meet regularly with a mentor
- **MENTORS** – adult who will motivate, encourage, and support the student through a positive, caring relationship
- **PARENTS/GUARDIANS** – sign contracts agreeing to support and encourage their child and be involved with Take Stock
- **COLLEGE SUCCESS COACHES, COLLEGE COMPLETION COACH, & STAFF** – serve as liaison between students, parents, teachers, and mentors; also monitor student’s progress



# TSIC Nassau Success

- **26 years of service** in Nassau County
- **\$5.6 Million** in Scholarships granted to date
- **650 program students** served since 1997
- **130** scholars currently in middle / high school
- **172** scholars currently enrolled in college
- **100%** high school graduation rate
- **97%** college enrollment rate



# Our Goal: College Degree For Students!

- Help **develop readiness skills**: organization, goal setting, problem solving, effective study skills
- Familiarize your mentee with **general college life** [credit hours, tuition, dorm life, etc.]
- Keep up with **college testing** requirements – SAT, ACT, etc.
- Help navigate various **college and scholarship websites**
- Use your **TSIC Mentor Toolkit**

## RESOURCES ONLINE:

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

[www.collegeboard.com](http://www.collegeboard.com)

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



# TSIC Nassau Staff



**Executive Director:  
Robin Lentz**



**Program Manager:  
Jacque Banks**



**College Completion Coach:  
Chris Danbeck**



**FB College Success Coach:  
Michelle Guerrero**



**Hilliard College Success Coach:  
Sandra Giles**



**Callahan College Success Coach:  
Johnnie Green**



**Yulee College Success Coach:  
Phyllis Sipes**

# Mentor “Reporting Chain”

- CSC is your TSIC focal point, once you are trained and matched
- CSC has direct contact with student’s school (school counselor, teachers) and student’s parent/guardian
- Interaction
  - Expect monthly emails, at a minimum
  - Expect progress reports and report cards
  - CSCs strive to include mentor in one CSC-student coaching session/year
- Warning-Probation-Termination Policy
  - Should your student have difficulty with academics, attendance, or behavior, the CSC will keep you informed
  - Probation meetings always include mentor
  - If there is an issue with achieving weekly mentoring sessions, please inform your CSC—every time!

# Characteristics Of Good Mentors

- Are good listeners
- Are good communicators
- Use inviting 'body language' and eye contact
- Help mentees focus on possibilities
- Make commitment to meet weekly
- Guide their mentee in setting goals



# Hidden Rules Among Classes

	POVERTY	MIDDLE CLASS
<b>POSSESSIONS</b>	People	Things
<b>MONEY</b>	To be used, spent	To be managed
<b>PERSONALITY</b>	Is for entertainment. Sense of humor is highly valued	Is for acquisition and stability. Achievement is highly valued
<b>SOCIAL EMPHASIS</b>	Social inclusion of people he/she likes	Emphasis is on self-governance and self-sufficiency
<b>FOOD</b>	Key question: Did you have enough? Quantity is important	Key question: Did you like it? Quality important
<b>CLOTHING</b>	Clothing valued for individual style and expression of personality	Clothing valued for its quality and acceptance into norm of middle class. Label important
<b>TIME</b>	Present most important. Decisions made for the moment based on feelings and survival	Future most important. Decisions made against future ramifications
<b>EDUCATION</b>	Valued and revered as abstract but not as reality	Crucial for climbing success ladder and making money
<b>DESTINY</b>	Believes in fate. Cannot do much to mitigate chance	Believes in choice. Can change future with good choices now
<b>LANGUAGE</b>	Casual register. Language is about survival	Formal register. Language is about negotiation
<b>FAMILY STRUCTURE</b>	Tends to be matriarchal	Tends to be patriarchal
<b>WORLD VIEW</b>	Sees world in terms of local setting	Sees world in terms of national setting
<b>LOVE</b>	Love and acceptance conditional, based upon whether individual is liked	Love and acceptance conditional, based largely upon achievement
<b>DRIVING FORCES</b>	Survival, relationships, entertainment	Work, achievement
<b>HUMOR</b>	About people and sex	About situations

# A Mentor's Role Is As A:

- Friend
- Confidante
- Listener
- Barometer
- Role Model
- Guide
- Reliable Adult



***“My mentee had a challenging home life, and we often couldn’t achieve significant change due to parental resistance, but my student knew her CSC and I “got” her. She had an ally.”***

***-- Quote from TSIC Mentor***



# A Mentor Is Not:

- An ATM
- A therapist
- A judge
- A parent
- A teacher/tutor
- A disciplinarian
- A social worker
- A pastor
- A taxi
- A Big Brother Big Sister





# Healthy Boundaries For You And Your Mentee

- ✓ Never be unmonitored with your mentee
- ✓ Never drive your mentee in your car
- ✓ Never accompany or meet mentee off school property
- ✓ Don't participate in non-school sanctioned activities/functions
- ✓ Don't contact mentee family or teachers
- ✓ Use your online *TSIC Mentor Toolkit*

***“The TSIC boundaries are excellent. When you start blurring lines with parents and teachers, you lose the unique role and benefit of being a mentor.”***

***-- Quote from TSIC Mentor and Guardian ad Litem Child Advocate***

# It's Normal To Wonder...

- If you'll hit it off
- If they'll open up to you
- If you'll have enough to talk about
- If you'll be equipped to handle any situation
- If you'll make a difference

# Onboarding Plan

- By April, each CSC will contact mentors and share student name and background, and announce initial before school in-person group introductory mentoring session at which:
  - Mentors and mentees receive each other's contact information (may include parent info if student lacks)
  - Mentors will receive student's schedule and can select a day/time for subsequent sessions
- If this is not possible due to schedules/bus, CSC will meet student and mentor during school day

# In-Person Mentoring

- Mentoring sessions are conducted at school, during student's elective class
  - Other options:
    - Standing mentoring sessions one morning/week at schools (CSCs have details)
    - Before or after school (if student is not reliant on bus)
    - Lunch period (limitations)
    - TSIC affiliate office
- Coordinate with student to confirm

***We strongly encourage in person mentoring over virtual!***

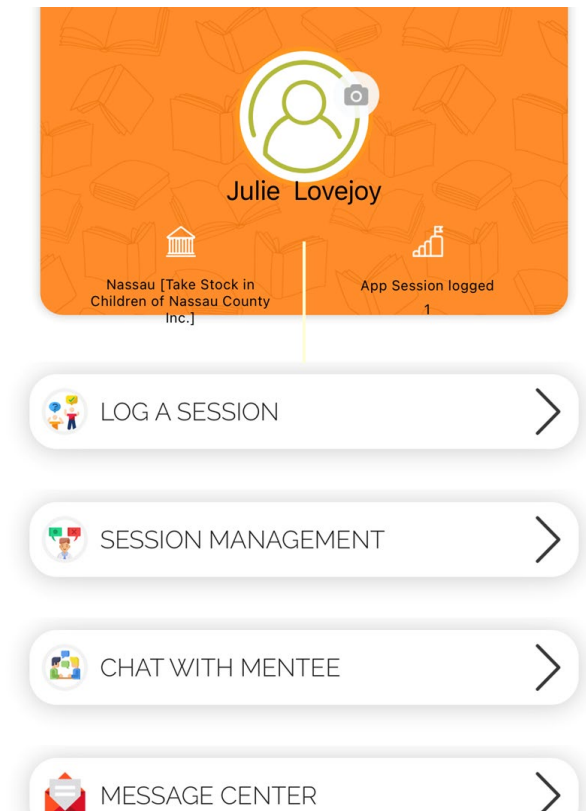
# Virtual Mentoring: TSIC App

- The app is available **Monday-Sunday, 6:30 a.m. to 8:30 p.m.**, i.e., evenings and weekends
  - Please do not use during school day, unless during lunch
- The app has both text and video chat options
  - Highly recommend the video option: text chat is very difficult to use and more importantly, conduct an effective 30-minute session
  - Video chat option provides the flexibility to break up sessions into shorter chunks, provided you reach 30 minutes total before the end of the week
    - NOTE: 30-minute clock resets every Sunday at 12:01 a.m.

***NOTE: App uses a high amount of data! Please ensure student has unlimited data plan or is connected to WiFi***

# App Basics

- You can use the Take Stock App to “Text Chat” or “Video Chat” with your mentee from your SmartPhone, tablet, or laptop \*
- To ensure a session counts:
  1. 30 minutes required (can be accomplished via several shorter sessions over the course of a week)
  2. Mentors must log their own sessions via the “Log a Session” link under the “profile” page on the app



\* <https://tsicmentorapp.org/mentor/login>

# Day In the Life of a Mentor

- Meet your student weekly during school year for minimum of 30 minutes
- Identify a day/time/location ahead of time
- Always log the session in the TSIC App
- Communicate any questions/concerns to CSC
  - Email, phone call, or text (ideally during working hours)
- Attend optional quarterly Mentor Mingle and Workshop Events
- Expect emails from CSCs, ED and PM, Constant Contact, and State office

# Meeting Outline Suggestion

- Check in and catch up
- Review any topics discussed at last session (be careful to avoid assigning “homework”)
- Look for opportunities to role play to expose them to the unspoken cues and habits of middle class
- Mentor Toolkit or shared activity (book? game of chess? knitting?)

***“Be responsible to them, not for them.”***  
***-- Quote from “Bridges out of Poverty”***



# Scenario 1: What Would YOU Do?

**Your mentee is a 9<sup>th</sup> grader and aspires to become a doctor. You've noted that his grades are average, he has no interest in extracurricular activities or volunteering, and when you've discussed registering for the next semester, he is not interested in taking science, honors, or advanced placement courses. When your mentee reiterates his desire to be a doctor, you want to tell him to consider a more realistic career.**

# Scenario 1: Textbook Answer

- ✓ Use this as an opportunity for goal setting. Long-term goal is to become a doctor, so help him identify short-term goals needed to achieve it
  - ✓ Encourage student to research pre-med undergraduate degrees and discuss the classes required in high school
  - ✓ Ask him to research related clubs and volunteer opportunities
- ✓ Explore his motivation for wanting to become a doctor: perhaps other related fields/degrees could be incremental stepping stones
- ✓ Keep assisting with goal-setting and identifying options

# Scenario 2: What Would YOU Do?

**Your mentee is 15 years old. When you meet with her today, she is extremely sleepy. When you say something about it, she tells you there was a lot of noise in her apartment last night and she couldn't sleep. Later she tells you that the noise was because her mother had friends over and they were drinking a lot and smoking marijuana. She says she doesn't like it when her mother has her friends over at night because she's so tired the next day, and it's hard for her to go to school. When your mentee says this to you, you feel angry at her mother.**

# Scenario 2: Textbook Answer

- ✓ Ask if she has spoken with her mother
- ✓ Focus on things she can control such as: wearing ear plugs; setting alarm clock to ensure she wakes up; exploring options such as staying with another relative, friend, neighbor?
- ✓ Be calmly supportive and encouraging

# Scenario 3: What Would YOU Do?

**Your mentee is a very strong, well-rounded student. She is maintaining all A's, plays on the school and traveling volleyball teams, and is very active at her church. She has a challenging class schedule and is unable to meet before or after school. You have been relying on the Mentor App but feel she is often distracted, or in the car with her mom when you connect. Due to her busy schedule, she often asks to reschedule at the last minute.**

# Scenario 3: Textbook Answer

- ✓ Reinforce your commitment to her and the TSIC contract you both committed to regarding weekly mentoring sessions
  - ✓ Have her articulate her priorities and use it as an opportunity to discuss long-term goals and time management
  - ✓ Suggest meeting together with your CSC to identify other options
- \* Ensure you keep your CSC informed of any challenges meeting weekly

# Special Considerations (1 of 2)

- Conversations between mentors and mentees are confidential!
  - Report any concerns or problems only to your College Success Coach
- Gift giving is discouraged
  - You do not want them to feel indebted to you
  - Exceptions: lunch if meeting during lunch period, planners/journals, encouraging cards
- Consistency and reliability
  - Model dependability and commitment to your mentee; teach them to show you the same

# Special Considerations (2 of 2)

- Child abuse
  - Recognize the four types of abuse [neglect, emotional, physical, sexual]
  - Must be vigilant, but also educated
  - Must act when necessary, but not overreact
  - Call your College Success Coach
- Terminating the relationship
  - If you must, please set up a final visit with the CSC and student to model healthy relationships



# Mentor Expectation Recap

- ✓ Meet with your student WEEKLY during the school year
- ✓ Keep conversations with your student CONFIDENTIAL but report any concerns to your College Success Coach
- ✓ ENCOURAGE your student – “You can do it!”
- ✓ Never be unmonitored with a student
- ✓ Never accompany student off school property
- ✓ Never drive student in your car
- ✓ Don't participate in non-school sanctioned activities/functions
- ✓ Be cautious of social media usage



***“I appreciated the clearly defined parameters; otherwise, it would have been a free for all.”***

***-- Quote from TSIC Mentor***

**THANK YOU**  
for making a difference in the life of a young  
person,  
and welcome to the TSIC family!